

**SCHOOL PSYCHOLOGY PROGRAM  
UNIVERSITY OF MEMPHIS**

**DOCTORAL PROGRAM HANDBOOK**

**2013-2014**

**Revised Fall 2013**

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## **PART I**

### **Institutional Context and Resources**

#### **School Psychology Program Faculty**

Dr. Thomas Fagan, Program Director and Full Professor

Rm. 115 Psychology Bldg.

University of Memphis, Memphis, TN 38152-3230

901-678-4676 Office

901-678-2579 Fax

tfagan@memphis.edu

Ph.D. 1969, Kent State University

Interests: School psychology foundations, history and development of the field, and demographic characteristics

Dr. Randy Floyd, Associate Professor

Rm. 332 Psychology Bldg.

University of Memphis, Memphis, TN 38152-3230

901-678-4846 Office

901-678-2579 Fax

rgfloyd@memphis.edu

Ph.D. 1999, Indiana State University

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

Dr. Beth Meisinger, Associate Program Director and Associate Professor

Rm. 360 Psychology Bldg.

University of Memphis, Memphis, TN 38152-3230

901-678-3435 Office

901-678-2579 Fax

bmsinger@memphis.edu

Ph.D. 2006, University of Georgia

Interests: Academic and behavioral interventions, development of literacy skills, and school mental health

## **Important Contact Information**

**Psychology Department.** 202 Psychology Bldg., University of Memphis, Memphis, TN 38152-3230  
901-678-2145, FAX: 901-678-2579. Website: <http://www.memphis.edu/psychology/>

**Psychological Services Center.** Rm. 126, Psychology Bldg., 901-678-2147

### **College of Education, Health and Human Sciences**

Dr. Ernest Rakow, Ball Hall 215, 901-678-2399

Graduate Studies: BH 215, 901- 678-2363, [erakow@memphis.edu](mailto:erakow@memphis.edu)

Teacher Licensure Office: BH 202, 901-678-1633, Dr. Sutton Flynt, Coordinator,  
[esflynt@memphis.edu](mailto:esflynt@memphis.edu) or Mary LaNier, 901- 678-4309, [mlanier@memphis.edu](mailto:mlanier@memphis.edu)

### **Graduate School**

Dr. Karen Weddle-West, Graduate Studies, 317 Administration Bldg., 901-678-2531.

<http://www.memphis.edu/gradschool/>

### **TN State Department of Education**

Andrew Johnson Tower, 7<sup>th</sup> Flr., 710 James Robertson Pkwy., Nashville, TN 37243-0380,

Contact: Melanie Karsanac at 615-532-6194 or [melanie.karsanac@tn.gov](mailto:melanie.karsanac@tn.gov)

### **TN Department of Health, Health Related Boards: Psychology**

Cordell Hull Bldg., 1st Flr., Nashville, TN 37247

615-532-3202 local or 1-800-778-4123 nationwide

<http://health.state.tn.us/boards/psychology/index.htm>

### **American Psychological Association**

750 First St. NE, Washington, DC 20002-4242, 800-374-2721; [www.apa.org](http://www.apa.org)

### **National Association of School Psychologists**

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

301-657-0270; [www.nasponline.org](http://www.nasponline.org)

### **Tennessee Association of School Psychologists**

[www.tasponline.org](http://www.tasponline.org)

### **Tennessee Psychological Association**

[www.tpaonline.org](http://www.tpaonline.org)

## Important Resources and Publications

### Department of Psychology, Graduate Program Handbook

[http://www.memphis.edu/psychology/pdfs/graduate\\_student\\_handbook\\_11\\_09.pdf](http://www.memphis.edu/psychology/pdfs/graduate_student_handbook_11_09.pdf)

### Department of Psychology

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

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

### Department of Counseling, Educational Psychology, & Research

<http://coe.memphis.edu/cepr/>

### The University of Memphis Graduate Catalog

<http://www.memphis.edu/gradcatalog/>

### The University of Memphis Code of Student Rights and Responsibilities

<http://www.memphis.edu/studentconduct/pdfs/csrr.pdf>

### American Psychological Association Ethical Principles of Psychologists and Code of Conduct

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

### Journals

*Journal of Applied School Psychology*

*Psychology in the Schools*

*School Psychology Quarterly*

*School Psychology Review*

*Contemporary School Psychology*

*Journal of School Psychology*

*School Psychology International*

*School Psychology Forum*

*Canadian Journal of School Psychology*

*Trainer's Forum*

### Newsletters

*Communique*, National Association of School Psychologists

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

*The Tennessee School Psychologist*, TASP

### Web Sites for School Psychology Information

National Association of School Psychologists: [www.nasponline.org/](http://www.nasponline.org/)

American Psychological Association: [www.apa.org](http://www.apa.org)

American Psychological Association Division of School Psychology:

<http://www.apadivisions.org/division-16/index.aspx>

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

## THE PROGRAM AND INSTITUTIONAL CONTEXT

### The University of Memphis

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

**Mission.** The University of Memphis is a doctoral degree-granting urban research university committed to excellence in undergraduate, graduate, and professional education; in the discovery and dissemination of knowledge; in service to the metropolitan community, state, and nation; and in the preparation of a diverse student population for successful careers and meaningful participation in a global society. The University of Memphis remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

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

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

**Degrees.** The University of Memphis offers 15 bachelor's degrees in more than 50 majors and 70 concentrations, master's degrees in 45 subjects, and doctoral degrees in 21 disciplines in addition to the Juris Doctor (law) and a specialist degree in education.

**Library.** The university's Ned R. McWherter Library provides one of the most electronically up-to-date information repositories within hundreds of miles. Library collections contain more than 13 million items, which include monographs, periodical volumes, federal and state documents, maps, and manuscripts. Holdings include nearly 3.1 million microformat materials and more than a million bound volumes.

**Information Technology.** The U of M provides state-of-the-art computing facilities for student and faculty use, including a 24-hour TigerLAN lab. Thirty-five additional labs with more than 700 PC and Macintosh workstations and "smart" classrooms complement teaching and research.

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

## **The Department of Psychology**

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

**History and Degrees.** Psychology was established as an independent department at The University of Memphis in 1947. Authorization to award the master's degree was granted in 1960, and the first such degree was granted in 1962. The Ph.D. program in psychology was established in 1966. As of the Fall semester 2013, there are approximately 50 doctoral students in Clinical Psychology, 40 doctoral students in Experimental Psychology, and 11 doctoral students in School Psychology enrolled. The training program in Clinical Psychology has been fully accredited by the American Psychological Association since 1972. There are currently about 35 students enrolled in the Master of Science in General Psychology (MSGP) and 25 in the Master of Arts/Educational Specialist in School Psychology (MA/EdS) Program. Graduate students have a voice in policy and decision-making through elected representatives to the department, and students are full members of several committees in the department.

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

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

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

**Center of Excellence.** Founded in 1984, the Center for Applied Psychological Research (CAPR) is one of the original Tennessee Centers of Excellence, now designated an Accomplished Center of Excellence. The CAPR faculty have attracted millions of dollars in extramural funding to the State of Tennessee, published hundreds of scholarly works, graduated hundreds of master's and doctoral students and many times that number of undergraduates, been elected or appointed to many national professional offices, and won numerous local and national honors and awards. The primary CAPR

goals are (a) to achieve national prominence for its accomplishments, (b) to increase the number of trained psychologists able to conduct, disseminate, and apply such research, and (c) to secure extramural funding to facilitate research and training. In addition, as part of a Psychology Department in a major urban research university, CAPR supports the general teaching, research, and service missions of the department and university. Center funds are also used to sponsor major conferences that allow top psychologists from this country and throughout the world to visit our department.

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

**Collaboration.** Faculty and graduate students conduct independent research and work on collaborative research projects in numerous community agencies, including the Memphis City Schools; the Shelby County Schools; the Boling Center for Developmental Disabilities; the Veterans Administration Medical Center; the Arlington Developmental Center; the Departments of Psychiatry, Community Medicine, Pediatrics and Preventive Medicine at the University of Tennessee Center for the Health Sciences-Memphis; St. Jude Children's Research Hospital; the Memphis Mental Health Institute; agencies and departments of the City of Memphis; the University's Center for Student Development; and several community agencies. Administrators of these agencies are receptive to making their facilities and subject populations available for diverse psychological research projects. Several distinguished scholars in psychology and related areas visit the department each year to present colloquia and workshops to faculty and students. The speakers represent a variety of current subject areas within psychology. Additionally, the local chapters of Sigma Xi and other campus and community groups often invite scholars in psychology and related disciplines to Memphis.

**Research Areas.** The psychology faculty, students, and programs are spread over 6 research areas: Clinical Health Psychology; Behavioral Neuroscience; Child and Family Studies; Cognitive Psychology; Industrial/Organizational Psychology; and Psychotherapy Research. All faculty and students in the school psychology program are affiliated with the Child and Family Studies area.

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



### **The College of Education, Health and Human Sciences**

Teacher education has been a strong mission since the University was founded as a normal school in 1912. The College of Education, Health and Human Sciences is dedicated to preparing students for careers in a variety of professional and related occupational areas. Four academic departments make up the College of Education, Health and Human Sciences: Counseling, Educational Psychology and Research; Instruction and Curriculum Leadership; Health and Sport Sciences; and Leadership. Two departments offer undergraduate degrees, and all departments offer a variety of graduate degree programs. School psychology students take courses in several of these departments, including the areas of counseling, educational psychology and research, educational leadership, reading, and special education. The College of Education, Health and Human Sciences also has several research and service units: Advising and Student Services, The Center for Higher Education, The Reading Center, The Center for Rehabilitation and Employment Research The Center for Research in Educational Policy, Bureau of Sport and Leisure Commerce, Human Performance Laboratory, Exercise Biochemistry Laboratory, Motor Behavior Laboratory, Exercise and Sport Nutrition Laboratory, Wellness Evaluation and Resource Unit, The Barbara K. Lipman Early Childhood School and Research Institute, and the University Campus School.

### **The School Psychology Program**

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

The doctoral program was initiated in 1991 and is governed by the policies of the Psychology Department's Ph.D. major. Program curricula and requirements for the doctoral program are determined entirely by the Psychology Department faculty. Dr. Thomas Fagan, the first bona fide school psychologist faculty member, was hired for the 1976-77 school year. Dr. Bruce Bracken joined the faculty in 1986 and left in 1999. Dr. Wendy Naumann served from 1998-2001. Dr. Randy Floyd joined the program in 2001, Dr. Robin Hojnoski served from 2002-2006, and Dr. Laura Casey served in her position on an interim basis in 2006-2007 as a visiting assistant professor. Dr. Elizabeth Meisinger joined the faculty in 2007. Drs. Fagan, Floyd, and Meisinger constitute the core program faculty and are supported by faculty in other areas of the Psychology Department; the College of Education, Health and Human Sciences; and local practitioners who assist in field and practicum supervision and occasional course instruction.

The School Psychology Program is externally reviewed by several agencies at different intervals. The Southern Association of Schools and Colleges provides a general review of all University of Memphis academic programs, emphasizing the undergraduate programs. The University Graduate School and State Board of Regents require a review of graduate programs every 10 years unless a program is approved by a national accreditor. In addition, the program routinely receives feedback from students and supervisors through semester advising, periodic evaluations, examinations, and follow-up surveys of graduates. The program is listed in the *APA Guide to Graduate Study in Psychology* and identified as a Designated Psychology Program according to the criteria of the National Register of Health Services Providers in Psychology and the Association of State and Provincial Psychology Boards (see [http://www.nationalregister.org/desig\\_TN#memphis](http://www.nationalregister.org/desig_TN#memphis)). The School

Psychology Program has submitted its application for APA accreditation, and a site visit is scheduled for March 2014. Information about the APA accreditation process can be found by contacting the Commission on Accreditation of the American Psychological Association at the Office of Program Consultation and Accreditation; 750 First Street, NE; Washington, DC 20002-4242; Phone: 202-336-5979 ; and TDD/TTY: 202-336-6123. The Commission on Accreditation of the American Psychological Association's website is <http://www.apa.org/ed/accreditation/>

## **Part II**

### **Program Philosophy, Objectives, and Curriculum Plan**

#### **Program Philosophy**

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

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

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

- a. The client is not only the center of the ecological model but also an active participant who brings multiple dynamics to the model. These variables (e.g., biological and genetic make-up, internal representations of psychological constructs, and metacognition) demonstrate that to some extent, behavior is under the control of the client and that the client possesses the ability to rationally reflect on and modify his/her interaction with the environment.
- b. The context in which the client resides includes multiple systems that have both direct and indirect influences. The microsystem includes immediate environments such as home, school, and community. Larger systems, such as the cultural and political context of the community (e.g., exosystem and macrosystem), influence the client's microsystem indirectly. The mesosystem includes interactions between the client and the microsystem and the larger systems.
- c. A reciprocal relationship exists between client and system. The client acts on the environment exerting control and influence over variables in the immediate and larger systems. Also, the multiple contexts in which the client resides influence the psycho-social development, adjustment and educational experiences, and performance of the client.
- d. School psychologists intervene in the ecology in multiple ways. For existing concerns, problems are defined with information related to the client, the multiple contexts, and the interaction between the client and context. This information guides the practice of school psychology, including prevention, assessment, and intervention services.

- e. Additionally, school psychologists provide services that assist in the creation of healthy individuals and systems. These services focus on wellness and maintenance of healthy environments and individuals.

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

The doctoral program seeks to prepare school psychologists whose contributions will be through research and academic careers, future trainers of school psychologists, and future leaders in the field of school psychology. The research preparation for students is based on a “scientist as producer” model. Clinically, students are also trained to develop skills as case managers, clinicians in comprehensive school and mental health settings, and supervisors of others who provide educational and psychological services to children, adolescents, and families. The doctoral program also seeks to produce students who have specialized skills designed to match their interests and perceptions of training needs.

The overall goal of the doctoral program is that students will complete the requirements of the program, obtain credentialing for school-based practice, and become licensed for independent practice as psychologists and health service providers. Specific goals and objectives follow:

## **Goals and Objectives of Doctoral Training and Competencies Expected of Students**

### **Goal #1: To produce graduates who demonstrate knowledge of broad psychological principles**

#### **Objectives for Goal #1:**

- Students will understand the biological, cognitive, affective, and social influences on behavior.
- Students will have knowledge of the history and systems of psychology.

#### **Competencies Expected for these Objectives:**

- Students will demonstrate understanding of the biological influences on behavior.
- Students will demonstrate understanding of the cognitive influences on behavior.
- Students will demonstrate understanding of the affective influences on behavior.
- Students will demonstrate understanding of the social influences on behavior.
- Students will demonstrate understanding of the history and systems of psychology.

### **Goal #2: To produce graduates who demonstrate an understanding of professional issues and meet standards of professional conduct for the practice of school psychology**

#### **Objectives for Goal #2:**

- Students will understand historical and current professional issues and practices guiding the field of school psychology.
- Students will demonstrate professional and interpersonal behaviors congruent with the practice of psychology.

#### **Competencies Expected for these Objectives:**

- Students will use knowledge of major issues in the history of the field and legal and ethical guidelines in their service to children, families, and others.
- Students will display personal characteristics and work habits consistent with professional standards in their service to children, families, and others.
- Students will display appropriate responses to supervision.
- Students will demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics.
- Students will display skills in supervising others.

**Goal #3: To produce graduates who demonstrate relevant competencies for the professional practice of school psychology**

**Objectives for Goal #3:**

- Students will understand the theoretical foundations of and empirical support for assessment techniques targeting individual differences in cognitive, academic, behavioral, affective, and social functioning.
- Students will understand the theoretical foundations of and empirical support for various consultation models and direct interventions for academic, behavioral, affective, and social problems.

**Competencies Expected for these Objectives:**

- Students will demonstrate competency in completing high-quality assessments that facilitate diagnosis or special education eligibility as well as intervention development.
- Students will demonstrate competency in completing consultation activities with teachers, parents, students, and other professionals in the areas of problem identification, problem analysis, treatment development and implementation, and outcomes evaluation.
- Students will demonstrate competency in identifying, implementing, and evaluating a range of appropriate empirically validated intervention strategies for behavioral, affective, social, and academic problems.
- Students will demonstrate an understanding of how cultural differences may affect assessment, consultation, and intervention practices and adjust the provision of services accordingly.

**Goal #4: To produce graduates who are consumers and producers of research and who understand psychology as a science**

**Objectives for Goal #4:**

- Students will understand the methods and process of scientific inquiry, including application of research designs and statistics.
- Students will understand how to use research to inform the practice of psychology.
- Students will contribute to the scientific community.

**Competencies Expected for these Objectives:**

- Students will demonstrate knowledge of research design, methodology, and statistics.
- Students will use research findings to guide selection of the most empirically supported assessment instruments, consultation models, and intervention techniques.
- Students will complete original research projects.
- Students will contribute to the scientific community via professional presentations and publications.

### Program of Study

The following requirements are designed in accordance with the expectations for national program approval as well as accreditation by the American Psychological Association and for achieving state and national credentialing and licensure. Therefore, electives or alternate courses for requirements must be chosen only with the approval of program faculty. Students should complete the Degree Plan Worksheet (see Appendix A) with the program director or major professor. A typical program of study is included in Appendix B. **Note that, due to Graduate School requirements, students should enroll in 7000-level courses before completing a master's degree and 8000-level courses after completing a master's degree.**

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

1. Summary of Degree Areas	Hours Required
a. Departmental Core	21
b. Breadth of Psychology	12
c. School Psychology Concentration	40
c. Subspecialization	6-12
d. Master's Thesis	3
e. Practicum & Internship	18
f. Dissertation	6-9
Total Hours	106-115

### 2. Description of Curriculum

#### a. Departmental Core (21 hrs)

PSYC 7000 History and Systems of Psychology (3)

PSYC 7110 Ethics in Psychology (3) **OR** COUN 7885: Legal and Ethical Issues In Counseling (3)

PSYC 7301 Research Design & Methodology (3)\*

PSYC 7302 Advanced Statistics in Psychology I (3)\*

PSYC 7303 Advanced Statistics in Psychology II (3)\*

3rd stat/quant course approved by department (3)

PSYC 7621 Research Practicum (3)\*\*

*Note.* \* To be completed in first 2 years. \*\* First-year students must enroll for PSYC 7621 for the fall semester, but they must attend class sessions for the entire year.

#### b. Breadth of Psychology (12 hrs)

PSYC 7207 Developmental Psychology (3)

PSYC 7217 Social Psychology (3)

PSYC 7701 Behavioral Neuroscience (3)

PSYC 7407 Cognition and Emotion (formerly listed as PSYC 7503) (3)

c. **School Psychology Concentration (40 hrs.)**

***School Psychology Foundations (25 hrs.)***

PSYC 7800 Introduction to School Psychology (3)\*

PSYC 7802 Children with Disabilities & Families (3)\*

PSYC 7803 Psychoeducational Assessment I (4)\*

PSYC 7804 Psychoeducational Assessment II (3)\*

PSYC 7805 Psychological Consultation (3)\*

PSYC 7806 Interventions in School Psychology (3)\*

PSYC 7416 Child Psychopathology (3)

COUN 7750 Multicultural Counseling (3) **OR** PSYC 7434 Clinical Psychotherapies:  
Appreciating Our Differences (3)

*Note.* \* To be completed in first 2 years.

***Educational Foundations (15 hrs)***

EDPR 7151 Individual Differences in Learning (3)

EDPR 7511 Measurement and Evaluation (3), EDPR 7512 Psychometric Theory  
and Educational Applications (3), **OR** PSYC 7304 Measurement Theory and Psychometrics  
(3)

SPED 7000 Introduction to Exceptional Learners (3)

LEAD 6000 Foundational Studies: Education, School, & American Society (3)

RDNG 7541 Advanced Assessment of Reading Performance (3)

d. **Subspecialization (12 hrs)**

A minimum of 12 hours to be selected in consultation with the student's advisor is used to complete a subspecialization. Two courses (6 hrs.) required in the departmental core area, breadth of psychology area, and school psychology concentration areas may count toward the subspecialization.

e. **Master's Thesis (3 hrs)**

PSYC 7996 (3)

f. **Practicum & Internship (18 hrs)**

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

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

PSYC 8809 Advanced Practicum in School Psychology (6)

PSYC 8899 Predoctoral Internship (6)

*Note.* \* To be completed in first 2 years. \*\*

g. **Dissertation (6-9 hrs)**

PSYC 9000 \*

No less than 6 nor more than 9 hours of dissertation credit may count toward degree requirements. Once the student has registered for dissertation hours, then continuous enrollment in PSYC 9000, for a minimum of one hour each fall and spring semester, is required until the dissertation has been defended. Students are not required to enroll in dissertation hours in the summer, unless the dissertation is defended during the summer term. Thus, as evident in the typical program of study (Appendix B), students usually enroll for 3 hours of credit during the spring semester before beginning the internship year and then 1 hour of credit during the fall, spring, and summer semesters of their internship year.



### 3. Enrollment Requirements

Prior to internship, students are expected to pursue graduate work on a full-time basis (9 semester hours each semester) during the fall and spring semesters of study. Students should plan to graduate in the semester in which the internship officially ends, usually the summer semester (assuming the dissertation has been completed).

Consistent with the American Psychological Association's regulations related to the *Guidelines and Principles*, the program requires a minimum of three full-time academic years of graduate study (or equivalent), and a one-year internship before the Ph.D. is awarded. At least two of the academic training years must be completed at the University of Memphis with the student in full-time residence at the University. This residency requirement has two primary purposes: student development and socialization, and student assessment. With regard to student development, residency allows students (1) to concentrate on course work, professional training, and scholarship; (2) to work closely with professors, supervisors, and other students; and (3) to acquire the habits, skills, and insights necessary for attaining a doctoral degree in psychology. With regard to student assessment, it allows faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to assess all elements of student competence. Students typically complete the program in 5 years, including the internship (see <http://www.memphis.edu/psychology/graduate/School/data/index.php>). Degrees are awarded after completion of all program requirements, including the internship.

## DESCRIPTION OF SPECIFIC PROGRAM REQUIREMENTS

### Subspecialization

Students are required to complete 12 hours of coursework towards a subspecialization, of which two courses (6 hrs.) required in the departmental core area, breadth of psychology area, and school psychology concentration areas may be counted. The specific coursework is flexible but must be approved by student's major professor and director of training. Students often select practicum placements that align with their subspecialization, and they may use that practicum coursework towards completing the requirement. Subspecializations have included, but are not limited to, psychological interventions, special education, statistics and measurement, pediatric psychology, and applied behavior analysis.

### Master's Thesis

Students are required to complete a quantitative or qualitative research project as part of the M.S. degree. This master's thesis should ideally be proposed by the end of the first year of study and completed by the end of the second year. A thesis completed as part of a master's degree taken elsewhere must be reviewed and accepted by the program by the end of the first semester of doctoral study. Thesis requirements appear in the Department of Psychology Graduate Program Handbook ([http://www.memphis.edu/psychology/pdfs/graduate\\_student\\_handbook\\_11\\_09.pdf](http://www.memphis.edu/psychology/pdfs/graduate_student_handbook_11_09.pdf)). Research topics are chosen in consultation with the student's advisor and may be drawn from areas within psychology and education.

Students must register for thesis hours under their advisor during the semester in which they plan to defend their thesis. Per university guidelines, once the student has registered for thesis hours, then continuous enrollment for a minimum of one hour each fall and spring semester is required until the thesis has been defended. Students are not required to enroll in thesis hours in the summer unless the thesis is defended during the summer term.

## Professional Experience and Practicum Experiences

The Professional Experience (PE) requires that each doctoral student volunteer one half-day (or equivalent) per week to work with a local school psychologist. The PE continues throughout the fall semesters of the first year of training. Supervision is provided by local school psychologists who provide the program director with an evaluation of students' experiences in December of the first year. The primary purpose the PE is to familiarize students with the educational system as a whole and to expose them to alternative roles and functions of school psychologists.

**Practica.** In addition to the PE, students complete four practica prior to internship. It is expected that students will generate a minimum of 1,000 hours of practicum experiences during predoctoral training. A minimum of 200 hours is required in the first-year assessment practicum, 250 hours in the second-year intervention and consultation practicum, and 550 hours across the two advanced practica completed in years 3 and 4. Approximately 25% of these hours should be direct contact hours. A minimum of one hour of clinical supervision each week is required. However, the supervision required for a given practicum experience should be commensurate with the complexity of the work and developmental level of the student. Supervision is provided by individuals holding a doctorate in school psychology or a related field and who are licensed health service providers. However, students may shadow a certified school psychologist during their Profession Experience (PE) described above. Students should follow Association of Psychology Postdoctoral and Internship Centers (APPIC; <http://www.appic.org>) guidelines in preparing logs of their practicum experiences. They may employ customized Excel spreadsheets or commercially available programs, such as Time 2 Track (<http://time2track.com/>). (Go to <http://www.apa.org/gradpsych/2012/03/cover-match-steps.aspx> for more information about tracking practicum hours).

The first practicum (PSYC 7614a) is taken during the assessment sequence (PSYC 7803 and 7804) in the first year, and the second practicum (PSYC 7614b) is taken during the intervention and consultation sequence (PSYC 7805 and 7806) in the second year. The sequential placement of the practica ensures a connection between psychoeducational assessment and intervention and consultation roles and functions. The first-year practicum requires completion of assessment cases in both The University of Memphis Psychological Services Center and the Memphis City Schools (or another local education agency) as well as engagement in benchmarking assessment and progress monitoring in a local elementary school. The second-year practicum requires students to complete consultation, counseling, and prevention activities in local schools and community agencies.

Two advanced practica (associated with PSYC 8809) are completed during the third and fourth years, allowing students to gain greater breadth and depth in their clinical experiences. Students often select practicum placements that align with their subspecialization, and they may use that practicum coursework towards completing that requirement. Common placements for the advanced practicum include The University of Memphis Psychological Services Center, the University of Tennessee Health Science Center's Boling Center for Developmental Disabilities, the Memphis City School's Threat Assessment Team, St. Jude Children's Research Hospital, Le Bonheur Children's Hospital, the Exchange Club Family Center, and local school districts. A list of common placement sites is included in Appendix C. Letters of agreement between the student and practicum site are required prior to the student practicum placement. This practicum agreement details the roles and expectations of the experience, including a description of the clinical training activities and supervision to be provided. These advanced practica are coordinated by the associate director of clinical training, Dr. Beth Meisinger, and a practicum agreement form must be completed before beginning the practicum (see Appendix D). Students should coordinate and register for these practicum courses under her direction.

During their third and fourth years of training and while registered for practicum hours, students are expected to engage in vertical supervision involving first-year master's level and doctoral students completing assessment cases in a university-based clinic during each spring semester. They participate in weekly group supervision sessions with less advanced students, coordinate individual

supervision sessions with less advanced students, and meet in group-based supervision-of-supervision sessions every other week.

Although students in their third and fourth years of training receive weekly individual supervision from their on-site practicum supervisors, they also participate in a monthly forum with Dr. Beth Meisinger (in the fall semester) and Dr. Randy Floyd (in the spring semester) on campus in the Psychology Department. These group meetings provide an opportunity for the discussion of cases and allow the students to learn from one another's experiences and their supervisors' insights. These meetings between the university faculty supervisor and the students also facilitate open communication regarding any issues related to the practicum experience.

**Practicum Credits and Evaluation.** Students are required to register for at least one practicum (3 hrs.) course per year, but they may take additional credits across semesters as needed. Practicum students are provided grades (S, U, or IP) for each experience. Continuation in the program is contingent on an overall satisfactory grade (S) in each practicum. Students are rated by the supervisor on several areas including Personal Characteristics, Work Habits, Administrative and Legal Ethical Practices, Response to Supervision, Assessment, Intervention, Consultation, and Research and Evaluation. These ratings provide information on specific student characteristics, dispositions, and relevant training domains. Students also evaluate and rate their practicum experiences for program evaluation purposes. A student may receive a grade of Unsatisfactory for a practicum or internship if (a) the field-based supervisor reports that students are not meeting the expectation for the practicum or internship experience on the Practicum/Internship Student Evaluation Form or (b) fail to complete the requisite number of hours associated with the experience.

**Legal Requirements and Insurance.** Effective July 1, 2007, Tennessee state law requires background checks for all candidates who are assigned to field and clinical placements where direct interaction with students is involved. The University of Memphis Office of Teacher Education recommends that the following steps be followed: (a) call Cogent at 1-877-862-2425 to set up an appointment to have your electronic fingerprint taken at selected sites, (b) go to <http://www.tnrollment.com/> for registration and fee payments, and (c) when registering, candidates should use TNCC79121 as the ORI number and DP as the Transaction Type. The clearance should be obtained as soon as possible when entering the program, preferably in the summer before the first fall semester. Please check with the agency or school district to be sure the above clearance is sufficient. The clearance might not be recognized by settings outside the state of Tennessee.

Students engaged in external practicum placements or external research projects are required to carry student liability insurance. Information regarding a variety of insurance providers is dispersed to the students on an annual basis in an insurance memo. Students are required to provide documentation of coverage prior to beginning their practicum placements. Additional information about liability insurance is provided in Appendix E.

## Comprehensive Examination

Consistent with the *Department of Psychology Graduate Program Handbook* ([http://www.memphis.edu/psychology/pdfs/graduate\\_student\\_handbook\\_11\\_09.pdf](http://www.memphis.edu/psychology/pdfs/graduate_student_handbook_11_09.pdf)), students are required to pass a comprehensive examination. The comprehensive examination serves as the *specialty examination* or *qualifying examination*; the terms are sometimes used interchangeably in the *Graduate Program Handbook*. There shall be no required major area paper, nor may a major area paper substitute for the comprehensive examination. The comprehensive examination is to be completed by the end of the summer of the third year of study. The successful completion of the comprehensive examination precedes work toward completion of the dissertation.

Seeking to apply the scientist-practitioner model of preparation, the school psychology program curriculum and practica are developed around the broad bases in psychology and education. The purpose of the comprehensive examination is to evaluate knowledge of the breadth of psychology, knowledge of the specialty of school psychology, and knowledge of students' subspecialization. The

examination should integrate content across the psychology and education bases and within the subspecialization.

The weight of the examination shall be as follows:

- General Psychology      2 hours
- School Psychology      4 hours, which may include up to 2 hours for the subspecialization

The written portion of the examination includes at least four questions and lasts a maximum of 6 hours. No instructional materials are to be available to the student during the examination. Responses are to be typed and completed in the Psychology Building over no more than a two-day period. A formal oral examination of the student shall be conducted at a designated time following the written examination.

The comprehensive examination committee shall consist of a minimum of four persons, all of whom participate in the writing and evaluation of the exam. Rules for committee membership are as follows:

- a. The student's major professor from among the school psychology faculty serves as the chairperson of the comprehensive examination. The chairperson, in consultation with the student, has the responsibility of selecting at least three other committee members.
- b. The committee must include two members of the school psychology faculty. In most instances, the school psychology program director will serve as a member of the committee.
- c. The committee must include a member of the department's experimental psychology concentration faculty.
- d. The committee must include a member from a specialty field other than school psychology (e.g., Clinical, Counseling, or Educational Psychology or Special Education). The experimental psychology concentration faculty member does not fill this role.
- e. The chairperson must be a full member of the Graduate Faculty, but other committee members may be associate, full, or adjunct members of the Graduate Faculty.

A student with a subspecialization in developmental psychology might have the following committee:

- Member of school psychology faculty (Chair)
- School psychology program director
- Member of experimental faculty in the Developmental area
- Member of Clinical Psychology faculty

The student, in consultation with the chair, shall outline the scope of the examination and proceed to select committee members relevant to this plan. Once the committee has been constituted, the appropriate form is to be filed by the committee chair with the department chairperson for final approval. After the committee has been approved, committee member replacements are made only in extraordinary circumstances and with the approval of the program director and department chairperson.

The committee chairperson will initiate and coordinate the development, administration, and evaluation of the examination. The committee as a whole (including the student) shall convene an organizational meeting to discuss the scope of the examination and the responsibilities of each committee member. At this meeting, students are expected to discuss their development in the doctoral program, current goals, and how these goals relate to the comprehensive examination. The committee shall establish dates for submitting questions to the chair, for administering the examination, and for completing the evaluation. This organizational meeting must be completed well enough in advance of the anticipated date of the examination to allow sufficient time for submitting questions and for the student's preparation. The examination is not to be administered in less than six weeks following the organizational meeting.

The dates of the written and oral portions of the examination will be announced publicly to all members of the department at least two weeks in advance. The entire completed examination is distributed by the chair to the committee for evaluation. Ordinarily, evaluations are completed within two weeks following the examination. The oral portion of the examination reviews areas of the written examination but may also include material from the general field of psychology and the student's specialization. The oral portion of the examination is open to all interested persons.

Following the written and oral examinations, the committee will decide on one of the following options: (a) to pass the student on the examination, (b) to fail the student on the examination and require reexamination in part or in entirety, or (c) to fail the student on the examination and recommend termination from the program and department. All decisions of the committee are made by a majority of committee members. In situations where more than four members are on the examining committee, a decision to pass the examination must be made with no more than one dissenting vote. Where a reexamination is required, it shall not occur during the same semester, and if judged necessary, the student is to be given a remedial program to assist in preparing for reexamination. Any remedial program prescribed by the committee will be specified in writing, signed by a majority of the committee, and signed by the student. Copies of this statement will be provided to the student, to all committee members, and to the department chairman to be placed in the student's department file. If the committee recommends a reexamination, only one reexamination is permitted. Failure to pass the second examination will result in a recommendation to the department chair that the student be terminated from the program and the department.

The committee chairperson is responsible for providing a copy of the written examination and the student's responses to the program director or the department chairman who will place them in the student's permanent file.

## **Dissertation**

Students are required to complete a quantitative or qualitative research project for their dissertations. The doctoral dissertation must be proposed by the end of the spring semester of the year preceding the internship; typically students propose their dissertations the fall of the fourth year of study. It is preferred that data collection for the dissertation be completed before the internship begins.

Dissertation requirements appear in the *Department of Psychology Graduate Program Handbook* ([http://www.memphis.edu/psychology/pdfs/graduate\\_student\\_handbook\\_11\\_09.pdf](http://www.memphis.edu/psychology/pdfs/graduate_student_handbook_11_09.pdf)). Research topics are decided upon in consultation with the student's advisor and may be drawn from a wide range of areas within psychology and education. Students register for dissertation hours under their advisor. Per university guidelines, once the student has registered for dissertation hours, then continuous enrollment for a minimum of one hour each fall and spring semester is required until the dissertation has been defended. Students are not required to enroll in dissertation hours in the summer unless the dissertation is defended during the summer term.

## **Internship**

Students are required to complete a 2,000-hour internship, preferably in the specialty of school psychology. Students are encouraged to seek internship sites consistent with their professional interests, career objectives, and national standards. For example, students who are interested in becoming a Nationally Certified School Psychologist should complete at least 600 hours in a school setting. School systems, community mental health centers, and hospitals may provide appropriate contexts for internship sites, depending on the interests and objectives of the student. It is expected that students will grow professionally throughout their internship year and that they will refine their skills in providing psychological assessment, consultation, and intervention services to children, adolescents, and their families.

During the fall and spring semesters of their internship year, students should register for PSYC 8999 for 3 hours credit (see Appendix B). This course is categorized as "EX" for externship with a



designated grade of "NC" for non-credit. There are no fees associated with this course number. The rationale is to allow students to continue enrollment and also to continue deferment on student loans until graduation.

Students are also encouraged to seek APPIC internships (<http://www.appic.org>), preferably those accredited by the American Psychological Association (APA; <http://www.apa.org/ed/accreditation/programs/internships-state.aspx>). In the event that a student is unable to pursue an APPIC internship, the internship site must conform to the Council of Directors of School Psychology Programs (CDSPP) guidelines (<http://sites.google.com/site/cdspphome/cdspp-internship-guidelines>).

In recent years, students have completed these APA-accredited internships: Lewisville Public Schools, Texas; Louisiana School Psychology Internship Consortium, New Orleans; North Suburban Special Education District, the Illinois State Psychology Internship Consortium; and the Omaha Public Schools, Nebraska Consortium.

Students typically apply for internships during their fourth year (or equivalent) in the program. Students must have completed their comprehensive examination before applying for the internship. Students are encouraged to follow APPIC guidelines in preparing logs of their practicum experiences to prepare for the application process, to participate in the internship class taught to Clinical Psychology students, and during their third year of study, to begin reviewing application requirements described on the APPIC website (<http://www.appic.org>). The following resources are available from the director or in the Psychology Department office: The program director maintains a file of readings on internships and a copy of the *Directory of Internships for Doctoral Students in School Psychology*, prepared by the Joint Committee on Internships (CDSPP, Division 16-APA, NASP). Students should consult *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit* by Carol Williams-Nickelson, Mitchell J. Prinstein, and W. Gregory Keilin, which is updated frequently, as well as *Megargee's Guide to Obtaining a Psychology Internship* by Edwin Megargee, which has not been updated since 2001.

A formal plan of internship should be approved by the student, supervisor, and program director. The student should plan to graduate when internship officially ends, usually in the summer (assuming the dissertation has been completed).

## PART III

### Policies, Expectations, and Other Information

#### Advising

Initial advising of first-year students is done by the program director or the student's major professor to determine the schedule of work for the first year, transfer credits, assistantship assignment, etc. Consistent with the Psychology Department Graduate Student Handbook (p. 15), transfer credit for courses taken elsewhere but accepted by the program director as counting toward the doctoral degree must be submitted for university approval by the end of the first year of doctoral study. (Go to [http://www.memphis.edu/gradschool/pdfs/doctoral\\_transfer\\_credit.pdf](http://www.memphis.edu/gradschool/pdfs/doctoral_transfer_credit.pdf) for the requisite form—The University of Memphis Transfer Credit Evaluation, Doctoral Program—to ensure that transfer credits appear on students' graduate transcripts.) Students entering the program with a master's or educational specialist degree tend to finish the program in 4 years (3 years of full-time residency on campus and 1 year on internship). At the initial advising session, a degree plan worksheet (Appendix A) is completed with the student, and copies are retained by the program director and the student. This plan should be completed early in the first semester in which the student is enrolled. Following this session, each student is assigned to a major professor who is a faculty member of the School Psychology Program. The major professor shall maintain the ongoing academic and personal advising of the student and retain an updated copy of the student's degree plan. Students may work with faculty outside the school psychology concentration but retain their primary academic advising from their major professor in

school psychology. Students should meet with their major professor at least once per semester for planning and clearance to register. Each student's academic and personal progress is reviewed annually during evaluation sessions.

### Assessments and Evaluations

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

**Admission Requirements and Expectations.** The first evaluation is the review of applicants for admission. The criteria for admission to the doctoral program appear in *The University of Memphis Graduate Catalog* ([http://www.memphis.edu/gradcatalog/admission\\_reg/index.php](http://www.memphis.edu/gradcatalog/admission_reg/index.php)) and include quantitative and qualitative measures. Applicants submit a standard form reporting their demographic information, academic training, grade point average, and GRE scores; a personal statement; and three letters of recommendation. These materials are reviewed by program faculty with the expectations that applicants (a) have training in psychology and strong interests in the research and practice of school psychology and (b) exceed the minimal expectations for grade point average and GRE set forth by the Graduate School. For reference, the mean undergraduate GPA for current School students (as of fall 2013;  $N = 11$ ) is 3.57 ( $N = 9$ ), and the mean graduate GPA (from coursework prior to admission to the doctoral program) is 3.99 ( $n = 6$ ). Current students' mean Verbal and Quantitative Graduate Record Examination scores are 551 (~153) and 615 (~147), respectively. The strongest applicants complete a face-to-face interview with faculty and are guided during their visit to campus by current students. Those applicants unavailable for such an interview complete an interview by phone or video conference. Students whose goals for training match well with the program and whose research interests match well with current faculty research are selected.

Students from diverse backgrounds and students with disabilities are encouraged to submit applications for admission. The University of Memphis will promote and ensure equal opportunity for all persons without regard to race, color, religion, sex, national origin, sexual orientation, disability status, age, or status as a qualified veteran with a disability or veteran of the Vietnam era. The Office of Diversity, Equal Opportunity and Affirmative Action website is <http://www.memphis.edu/oie/>. There is a comprehensive program of services and academic accommodations designed to provide access and opportunity is available to qualified students with disabilities through Disability Resources for Students. Its website is <http://www.memphis.edu/drs/index.php>.

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

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

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

1. Periodic evaluation sessions are held with each student individually at least once per year during his/her enrollment in the program.
2. Sessions are scheduled by the program director and include all program faculty.
3. Students are formally evaluated following the spring semester, usually at meetings scheduled in May or June.
4. The session should review, but not be limited to the following:
  - a. the student's academic progress in courses including grades, specific skills (e.g., report writing, case management), and conceptual development;
  - b. the advisor's judgment of the student's personal-social behavior as related to the practice of school psychology;
  - c. the student's perception of his/her academic and personal progress and overall suitability to the field of school psychology;
  - d. the student's perception of the overall quality of program instruction, supervision, and administration;
  - e. an overall summary of the student's progress toward degree completion, a recommendation for internship, and eventual endorsement for licensure.

The general format of the review is guided by the Student Evaluation and Performance Portfolio Summary (SEPPS), which reviews progress in all areas related to the programs goals, objectives, and competencies. The SEPPS is included with the student's portfolio at the time of the session and is subsequently rated by the faculty.

5. Following the evaluation session, student progress is rated by the faculty and a summary sheet prepared and provided to the student. A copy of the summary is maintained by the program training director.
6. Additional sessions are generally conducted in conjunction with the student's regular academic advising for registration each semester. It is the responsibility of the student to schedule an advising session each semester with the primary advisor.
7. Interns are evaluated through separate procedures at mid-year and at the end of the internship.

Each student maintains a portfolio throughout the program. The portfolio is organized according to the program training goals, objectives, and competencies and is reviewed as part of the annual evaluation. In addition to demonstrating student progress, the portfolio is an important part of the student's resume for internship and employment. As part of the annual evaluation, the portfolio, including the SEPPS form, must be submitted at least one week in advance of the student's annual evaluation session. An electronic copy of the SEPPS is also provided to all program faculty. In completing the SEPPS form, students are encouraged to provide responses that are keyed to specific documents in the portfolio that provide evidence for the program competencies. Based on the SEPPS form and the portfolio, one or more program faculty will provide a portfolio rating to evaluate students' development. The faculty ratings will reflect their assessments of progress based on the portfolio and any other assessments that relate to the goals, objectives, and competencies of the



program. First-year students are encouraged to seek the assistance of their student mentor in organizing their portfolios.

**Practicum/ Internship Supervisor Evaluations.** Supervisors complete evaluative ratings of students during practica and internship. Evaluations are completed at the end of each semester of practicum and at the mid-point and the end of internship. Students are rated by the supervisor on several areas including Personal Characteristics, Work Habits, Administrative and Legal Ethical Practices, and Response to Supervision, Assessment, Intervention, Consultation, & Research and Evaluation.

**Doctoral-Student Supervisor Evaluations.** Student competencies in supervision are measured via ratings by supervisees. Lower-level graduate students being supervised by third- and fourth-year students participating in supervision training complete ratings of their supervisors. Specifically, they are rated on a 3-point scale across 10 items.

**Self-Ratings of Competencies.** At the end of each year of training (including internship), students complete a self-evaluation of their achievement in meeting the program competencies.

**Practicum/Internship Site Evaluations.** Students evaluate the quality of training received at the end of the practicum or internship experience. Specifically, the quality of the supervision and appropriateness of the site as a practicum/internship placement are rated.

**Exit Survey.** At the end of the internship year, students evaluate the overall training and preparation they received in the program. Satisfaction and perceived achievement of program goals, objectives, and competencies are assessed.

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

## **Doctoral Forum**

Advanced doctoral students who (a) have completed the first 2 years of training in the program or (b) have a master's degree or higher in school psychology or a related field will participate. The purpose of the doctoral forum in school psychology is twofold. Professional issues and standards of conduct for the practice of school psychology are addressed. Example topics include the scientist-practitioner training model (including the nature of scientific thinking and its role in school psychology), available career paths and long-term goals, current and emerging professional standards for conduct and training, applying for and selection of an APPIC pre-doctoral internship, requirements for obtaining subsequent licensure as a licensed psychologist and health services provider, and current and emerging ethical and legal standards and issues. Additionally, as previously noted, the forum provides a venue to monitor and discuss students' progress in advanced practica. Students discuss redacted cases or share broader clinical experiences, thereby allowing them to learn from one another's experiences. These meetings between the university faculty and the students also facilitate open communication regarding any issues related to the practicum experience. In consultation with participating students, school psychology faculty (Dr. Beth Meisinger in the fall and Dr. Randy Floyd in the spring) will organize the schedule and agenda for the forum.

## **Research Expectations and Research Area Attendance**

Students are expected to be involved in research with program faculty or other faculty. They are required to attend the Child and Family Studies Research Group, which meets weekly during the

fall and spring semesters. Students often enroll in Child and Family Studies for academic credit (PSYC 7619) in order to meet the 12-semester-hour rule for holding an assistantship. The students are expected to make presentations to the group regarding their master's thesis and doctoral dissertation as well as other projects with which they may be involved. Furthermore, students are expected to attend and offer presentations at departmental colloquia and attend other departmental and program functions (e.g., faculty candidate interviews and social gatherings). Finally, students are expected to offer presentations at state and national school psychology and related conferences.

## Student Resources

Students are provided graduate assistantships of 20 hours per week throughout the duration of their on-campus residency (typically 4 years) as long as they remain in good standing. Students serve as research assistants, teaching assistants, or clinical placement students. Exceptions are made to this provision of an assistantship when students have previously secured an assistantship elsewhere on campus or through funding by relevant agencies. These assistantships are 1 year in duration. Students on assistantships that require 20 hours per week of service are not expected to be employed in other capacities during their training. Students earn a stipend of \$13,000 per year before earning a master's degree and a stipend of \$14,000 per year afterward, and tuition is waived during the fall and spring semesters. During the first year of their assistantship (when offered by the Psychology Department), students must register for PSYC 7621: Research Practicum during the first semester they are enrolled and attend a weekly colloquium supporting it on Friday afternoons throughout the entire academic year.

Students have access to a variety of options for financial support and awards provided throughout the university. Information on these support mechanisms is disseminated by broadcast emails, posted notices, and on the website:

[www.memphis.edu/gradschool/ga\\_awards\\_fellowships/gainfo.php](http://www.memphis.edu/gradschool/ga_awards_fellowships/gainfo.php).

- Options for financial assistance (e.g., student loans) may be explored through the University of Memphis Office of Student Financial Aid ([www.memphis.edu/financialaid/](http://www.memphis.edu/financialaid/)). This well-designed website gives information on student loans, scholarships, and student employment. Other helpful information for students is provided on [www.memphis.edu/students.htm](http://www.memphis.edu/students.htm)
- The University of Memphis has numerous scholarship programs, the most prestigious of which is the Van Vleet Memorial Fellowship. Van Vleet scholars receive full tuition waiver and \$16,000 in each of the four years of study. Two awards are given per year to graduate students entering the University. See [http://www.memphis.edu/gradschool/ga\\_awards\\_fellowships/vanvleet.php](http://www.memphis.edu/gradschool/ga_awards_fellowships/vanvleet.php)
- The First Generation Ph.D. Fellowship provides financial assistance to graduate students from Tennessee who will be the first person in their immediate family to earn a doctorate and who are underrepresented in their disciplines. The award offers a \$6,000 stipend plus a tuition waiver. See [http://www.memphis.edu/gradschool/ga\\_awards\\_fellowships/first\\_generation.php](http://www.memphis.edu/gradschool/ga_awards_fellowships/first_generation.php)
- In spring of 2013, Provost Rudd announced that the University is planning to set aside up to \$200,000 for doctoral graduate stipend enhancements for students entering doctoral programs in fall 2013. The additional stipend would range between \$2,000 and \$5,000 each, payable after the student's first month on campus. This goal of this stipend enhancement program is to provide incentives to attract especially promising doctoral students.
- The Bartley Award is offered by the Psychology Department to incoming doctoral students across the Ph.D. programs (\$15,000/year for 20 hours of work per week for 4 years).
- The Provost's Predoctoral Diversity Awards may be offered by at least two departments each year. The amount of the awards varies by discipline and is renewable for up to five years. All include a tuition scholarship. Each year departments compete based on their record of recruiting and graduating minority students. See [http://www.memphis.edu/gradschool/ga\\_awards\\_fellowships/incomingawards.php](http://www.memphis.edu/gradschool/ga_awards_fellowships/incomingawards.php)

- The University of Memphis Society Doctoral Fellowship is awarded each year to a full-time doctoral student based on academic achievement. The award includes a \$2,500 prize.
- The Morton Thesis/Dissertation Awards honor outstanding master's degree and doctoral students whose thesis or dissertation prospectus has been approved by their committee. The awards amount to \$500 for a thesis and \$750 for dissertations. See [http://www.memphis.edu/gradschool/ga\\_awards\\_fellowships/morton.php](http://www.memphis.edu/gradschool/ga_awards_fellowships/morton.php)
- The School Psychology Program Director's Award is issued to the student who demonstrates outstanding performance in and service to the school psychology program. The award carries a \$1,000 prize.
- A number of travel awards are offered by the University's Graduate Student Association (see [http://www.memphis.edu/gsa/travel\\_funding.php](http://www.memphis.edu/gsa/travel_funding.php)), and the Psychology Department chair has made available \$20,000 each year to support travel for psychology graduate students.

Students are assigned an office in the Psychology Building. They may use personal computers in their offices, supported by Wi-Fi, and they have access to desktop computers and printers through research labs and computer labs in the Psychology Building (Room 102 for PC lab and Room 103 for Mac Lab) and elsewhere on campus. Requests for support can be entered at <https://umhelpdesk.memphis.edu/>.

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

School psychology students also belong to the School Psychology Association (SPA) and are expected to participate in this group. In addition to regular meetings and inservice programs, the SPA members serve as mentors to new students. Elections for GSCC and SPA positions are held once per year. Travel funding is available through the GSCC ([http://www.memphis.edu/psychology/graduate/GSCC/travel\\_funds.php](http://www.memphis.edu/psychology/graduate/GSCC/travel_funds.php)) and the College of Arts and Sciences Travel Enrichment Fund (<http://www.memphis.edu/sga/travel.php>).

Academic and career advice for students is available within the department through mentoring relationships, the director of training, or any faculty member. During their internships, students are assisted in their search for employment. Students are introduced to a variety of on-line employment resources in the technology portion of PSYC 7800 Introduction to School Psychology. For example, they are exposed to the APA's PsycCareers (<http://www.apa.org/careers/psycareers/>) website, the NASP's Career Center (<http://www.nasponline.org/careers/index.aspx>), the Online Psychology Career Center (<http://www.socialpsychology.org/career.htm>), and the *Chronicle of Higher Education* (<http://chronicle.com/section/Jobs/61/>). Employment notices also appear in the *APA Monitor on Psychology* and the *NASP Communiqué*. State association and state department of education websites are also helpful (e.g., <http://tasponline.org/announcements>). Faculty are readily available to assist graduates during employment on matters of practice or pursuing additional employment positions.

## Student Rights and Administrative Procedures

Procedures for taking a leave of absence and pursuing a grievance are covered in the Department of Psychology Graduate Student Handbook ([http://www.memphis.edu/psychology/pdfs/graduate\\_student\\_handbook\\_11\\_09.pdf](http://www.memphis.edu/psychology/pdfs/graduate_student_handbook_11_09.pdf)).

All School Psychology students, consistent with department and university policy, are expected to maintain continuous enrollment during the fall and spring semesters. A student who plans not to enroll for a semester or more must request a leave of absence in writing. The Leave of Absence Request

Form (Appendix B in the Department of Psychology Graduate Student Handbook) must indicate the general reason for the request and specify the anticipated date of return. Submission of this form will be taken as confirmation that the student understands that department funding upon return to the program will be based on the conditions approved by the program at the time the leave is granted contingent on budget availability. This request must be approved by the director of training, the graduate coordinator, and the department chair. The student should be aware that the university may require submission of an application for readmission to the University. Any extensions beyond the period initially requested must be justified and reapproved by all parties. Students who fail to return to the program at the end of their approved leave without notification to the program may be considered for termination from the graduate program.

If a student desires to dispute a grade, the student should talk with the instructor first in an effort to work out the dispute. If no resolution can be made with the instructor, a grade appeal may be submitted to the Graduate School following the grade appeal process outlined on the Graduate School's website: <http://www.memphis.edu/gradcatalog/gradeappeals.php>

If a student is concerned about unprofessional or unethical activities within the department or in a practicum setting, the student should contact the program faculty as soon as possible. More generally, the following steps should be followed:

1. Go to the person with whom you have a complaint and try to come to a resolution.
2. Go to the School Psychology program director (Dr. Tom Fagan, if not already contacted) to address the issue.
3. Go to the Graduate Coordinator (Dr. Robert Cohen).
4. Form a Grievance Committee (see policy in Appendix A of the Department of Psychology Graduate Student Handbook for details).
5. Place a written complaint in the mailbox of the Department Chair (Dr. Frank Andrasik).
6. Go directly to the Department Chair to address the issue.

The Office of Student Affairs (located in the Administration Building, room 235) is also available to support students experiencing such concerns. Additional documents discussing student rights are linked below:

- Office of Judicial and Ethical Programs, Code of Student Rights and Responsibilities  
<http://www.memphis.edu/studentconduct/pdfs/csrr.pdf>
- University of Memphis Graduate Catalog  
[www.memphis.edu/gradcatalog/](http://www.memphis.edu/gradcatalog/)
- Department of Psychology Graduate Student Handbook  
[http://www.memphis.edu/psychology/pdfs/graduate\\_student\\_handbook\\_11\\_09.pdf](http://www.memphis.edu/psychology/pdfs/graduate_student_handbook_11_09.pdf)

## Grades and Retention

Information about expectations for academic performance, probation, and grade appeals is covered in the Department of Psychology Graduate Student Handbook: ([http://www.memphis.edu/psychology/pdfs/graduate\\_student\\_handbook\\_11\\_09.pdf](http://www.memphis.edu/psychology/pdfs/graduate_student_handbook_11_09.pdf)).

University Graduate School policy requires that a GPA of 3.0 be maintained in all graduate work or the student will be placed on academic probation. Grades of D and F will not apply toward any graduate degree but will be computed in the GPA. Continuation of any type of university or external agency financial support will be contingent upon academic performance above the minimally acceptable 3.0 GPA level.

Grades of D or F must be repeated if they are to count for graduation. No more than seven hours of C-, C, or C+ grades will be applied toward degree requirements. Grades of C-, C, or C+ may need to be repeated to keep the GPA over 3.0. No course may be taken more than twice. Students may repeat a course to earn a higher grade only if the earned grade was lower than a B. Only the grade earned in the second attempt will be included in the computation of the cumulative GPA. A maximum of two courses may be repeated to improve a grade lower than a B. Program policy concerning the

repeating of a course to improve a grade is the same as the University policy (see Graduate Catalog, [www.memphis.edu/gradcatalog/](http://www.memphis.edu/gradcatalog/)). In general, the expectation is that students will earn a grade of B or better. Students must receive a grade of Satisfactory (S) for PSYC 7614a Assessment Practicum in School Psychology, PSYC 7614b Consultation and Intervention Practicum in School Psychology, PSYC 8809 Advanced Practicum in School Psychology, and PSYC 8999 Predoctoral Internship.

Consistent with goals from the Graduate School, students whose cumulative grade point average drops below 3.0 are placed on probation. Continuation in the program beyond two consecutive semesters on probation might be granted if recommended by the program director and Graduate Coordinator and approved by the Arts and Sciences' Director of Graduate Studies and the Assistant Vice Provost for Graduate Studies. In addition, students who receive a grade below a B or an unsatisfactory grade in a practicum course (as described in the previous paragraph) must complete that course again following a remedial plan developed by the student and faculty.

The program director reviews student grades to ensure that these criteria are met every semester. In addition, the practicum instructors review all Practicum/Internship Student Evaluation Forms and communicate with practicum supervisors to ensure that students are meeting the expectation for the practicum experience and completing requisite number of hours associated with the experience. If a student is not meeting the grade-point-average criterion, the individual-course-grade criteria, or completing their practicum in a satisfactory manner, the faculty will confer and meet with the student to discuss the student's progress and prescribe remedial activities to be completed (which typically means repeating a course or practicum). The student is provided a document with written feedback from that meeting. At an agreed-upon date, attainment of these goals is evaluated by the faculty, and a second document with written feedback is provided. In general, if a student has not made satisfactory progress toward degree completion (considering grades, program-level requirements, and practicum experiences), the student is dismissed. More information is provided about program-level requirements for students in the section devoted to Assessments and Evaluations (see p. 22).

## **Ethical Behavior**

Appropriate professional behavior is an important part of completing the school psychology program. Students are expected to demonstrate ethical behaviors throughout their training. The University's policy on academic integrity can be found at <http://www.memphis.edu/studentconduct/misconduct.htm>. The Psychology Department and the School Psychology program take all matters involving academic dishonesty very seriously, and students are responsible for following proper guidelines. From a broader perspective, the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>) and NASP Principles for Professional Ethics ([http://www.nasponline.org/standards/2010standards/1\\_%20Ethical%20Principles.pdf](http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf)) should guide professional conduct. In order to receive the director of training's endorsement and recommendation for applications for internships, licensure, credentialing, or employment, it is not sufficient to have merely completed the academic requirements. All students are to have additionally demonstrated their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

## Appendix A

### DEGREE PLAN WORKSHEET PH.D. CONCENTRATION IN SCHOOL PSYCHOLOGY

Name: \_\_\_\_\_

Major Professor: \_\_\_\_\_

**Due to Graduate School requirements, students should enroll in 7000-level courses before completing a master's degree and 8000-level courses after completing a master's degree.**

#### Departmental Core (21 hrs):

Grade	Year	
		PSYC 7000 History and Systems of Psychology (3)
		PSYC 7110 Ethics in Psychology (3) <b>OR</b> COUN 7885: Legal and Ethical Issues In Counseling (3)
		PSYC 7301 Research Design & Methodology (3)*
		PSYC 7302 Advanced Statistics in Psychology I (3)*
		PSYC 7303 Advanced Statistics in Psychology II (3)*
		3rd Stat/quant course approved by department (3)
		PSYC 7621: Research Practicum (3)**

*Note.* \* To be completed in first 2 years. \*\* First-year students must enroll for PSYC 7621 for the fall semester, but they must attend class sessions for the entire year.

Comments: \_\_\_\_\_

#### Breadth of Psychology (12 hrs):

Grade	Year	
		PSYC 7207 Developmental Psychology (3)
		PSYC 7217 Social Psychology (3)
		PSYC 7701 Behavioral Neuroscience (3)
		PSYC 7407 Cognition and Emotion (formerly listed as PSYC 7503) (3)

Comments: \_\_\_\_\_

#### School Psychology Concentration (40 hrs)

##### *School Psychology Foundations (25 hrs):*

Grade	Year	
		PSYC 7800 Introduction to School Psychology (3)*
		PSYC 7802 Children with Disabilities & Families (3)*
		PSYC 7803 Psychoeducational Assessment I (4)*
		PSYC 7804 Psychoeducational Assessment II (3)*
		PSYC 7805 Psychological Consultation (3)*
		PSYC 7806 Interventions in School Psychology (3)*
		PSYC 7416 Child Psychopathology (3)
		COUN 7750 Multicultural Counseling (3) <b>OR</b> PSYC 7434 Clinical Psychotherapies: Appreciating Our Differences (3)

*Note.* \* To be completed in first 2 years.

Comments: \_\_\_\_\_

**Educational Foundations (15 hrs):**

Grade	Year	
		EDPR 7151 Individual Differences in Learning (3)
		EDPR 7511 Measurement and Evaluation (3) <b>OR</b> EDPR 7512 Psychometric Theory and Educational Applications (3) <b>OR</b> PSYC 7304 Measurement Theory and Psychometrics (3)
		SPED 7000 Introduction to Exceptional Learners (3)
		LEAD 6000 Foundational Studies: Education, School, & American Society (3)
		RDNG 7541 Advanced Assessment of Reading Performance (3)

Comments: \_\_\_\_\_

**Subspecialization (12 hrs):**

A minimum of 12 hours to be selected in consultation with the student's advisor is used to complete a subspecialization. Two courses (6 hrs.) required in the departmental core area, breadth of psychology area, and school psychology concentration areas may count toward the subspecialization.

**Subspecialization area:** \_\_\_\_\_

Grade	Year	Course

Comments: \_\_\_\_\_

**Master's Thesis (3 hrs):**

Title: \_\_\_\_\_

Chair: \_\_\_\_\_

\_\_\_\_\_ Date proposal accepted

\_\_\_\_\_ Date defended

Grade	Year	
		PSYC 7996 (3)

Comments: \_\_\_\_\_

**Comprehensive/Specialty Examination:**

Chair: \_\_\_\_\_

\_\_\_\_\_ Date proposal accepted

\_\_\_\_\_ Date written examination defended

\_\_\_\_\_ Date oral examination defended

Comments: \_\_\_\_\_

**Practicum (12 hrs):**

**Year 1 Practicum**

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

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Comments: \_\_\_\_\_

### Year 2 Practicum

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

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Comments: \_\_\_\_\_

### Year 3 Practicum

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

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Comments: \_\_\_\_\_

### Year 4 Practicum

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

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Comments: \_\_\_\_\_

### Internship (6 hrs):

Grade	Year	
		PSYC 8999 Internship (6)

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Comments: \_\_\_\_\_

### Dissertation (6-9 hrs):

Title: \_\_\_\_\_

Chair: \_\_\_\_\_

\_\_\_\_\_ Date proposal accepted

\_\_\_\_\_ Date defended

Grade	Year	
		PSYC 9000 (6-9)

Comments: \_\_\_\_\_

### Additional Courses:

Grade	Year	Courses

Comments: \_\_\_\_\_

### All Degree Requirements Completed

Date: \_\_\_\_\_

Total hours: \_\_\_\_\_



## **Appendix B**

### **Ph.D. SCHOOL PSYCHOLOGY PROGRAM UNIVERSITY OF MEMPHIS**

#### **Typical Program of Study**

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

#### **First Year**

##### **Fall**

PSYC 7800 Introduction to School Psychology (3)\*  
 PSYC 7803 Psychoeducational Assessment I (4)\*  
 PSYC 7302 Advanced Statistics in Psychology I (3)  
 7621 Research Practicum (First-year Colloquium) (3)\*

##### **Spring**

PSYC 7804 Psychoeducational Assessment II (3)\*  
 PSYC 7301 Research Design and Methodology (3)  
 PSYC 7614a Assessment Practicum in School Psychology (3)\*  
 PSYC 7416 Child Psychopathology (3)

##### **Summer**

PSYC 7802 Children with Disabilities and Families (3)\*

#### **Second Year**

##### **Fall**

PSYC 7806 Interventions in School Psychology (3)\*  
 EDPR 7151 Individual Differences in Learning (3)  
 PSYC 7303 Advanced Statistics in Psychology II (3)  
 PSYC 7000 History and Systems of Psychology (3)

##### **Spring**

PSYC 7805 Psychological Consultation (3)\*  
 PSYC 7110 Ethics in Psychology (3) **OR** COUN 7885: Legal and Ethical Issues In  
 Counseling (3)  
 PSYC 7701 Behavioral Neuroscience (3)  
 PSYC 7614b Intervention Practicum in School Psychology (3)\*

#### **Third Year**

##### **Fall**

PSYC 7207 Developmental Psychology (3)  
 PSYC 7217 Social Psychology (3)  
 Subspecialty course (3)  
 PSYC 7996 Thesis (3)

**Spring**

COUN 7750 Multicultural Counseling (3) **OR** PSYC 7434 Clinical Psychotherapies: Appreciating Our Differences (3)

3rd statistics/quantitative course approved by department (3)

Subspecialty course (3)

PSYC 8809a Advanced Practicum in School Psychology (3)

**Fourth Year**

**Fall**

LEAD 6000 Foundational Studies: Education, School, and American Society (3)

SPED 7000 Introduction to Exceptional Learners (3)

PSYC 8809b Advanced Practicum in School Psychology (3)

**Spring**

PSYC 7407 Cognition and Emotion (formerly listed as PSYC 7503) (3)

PSYC 7304 Measurement Theory and Psychometrics (3)

RDNG 7541 Advanced Assessment of Reading Performance (3)

PSYC 9000 Dissertation (3)

**Fifth Year**

**Fall**

PSYC 8899 Professional Internship in Psychology (3)\*

PSYC 9000 Dissertation (1)

**Spring**

PSYC 8899 Professional Internship in Psychology (3)\*

PSYC 9000 Dissertation (1)

**Summer**

PSYC 9000 Dissertation (1)

Graduate in August

*Note.* \*Must be taken in semesters indicated.

## Appendix C

### Common Practicum Placements

Listed below are common placements for advanced practica.

#### **The University of Memphis Psychological Services Center**

Director: Jim Whelan, Ph.D.

Contact information: jwhelan@memphis.edu, (901) 678-3736

Psychologist supervisors: Jim Whelan, Ph.D., Randy Floyd, Ph.D., and Beth Meisinger, Ph.D.

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

#### **The University of Tennessee Health Science Center's Boling Center for Developmental Disabilities**

Director: Laura Murphy, Ed.D.

Contact information: lmurphy@uthsc.edu, (901) 448-6511

Psychologist supervisor: Laura Murphy, Ed.D.

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

Note: Students usually have 2-3 supervisors.

#### **Shelby County Schools Mental Health Center**

Description: Provides psychological services to children, adolescents, and their families in the Shelby County Schools. Training experiences include conducting psychoeducational assessments, classroom behavioral observations, teacher consultation, and individual therapy; providing and attending in-service trainings; co-facilitating counseling groups (i.e., anger management, bereavement, etc.); and participating in IEP team meetings and weekly individual supervision.

### **Shelby County Schools Threat Assessment Team**

Supervising Psychologist: Ken Strong, Ed.D.

Contact information: [strongkc@scsk12.org](mailto:strongkc@scsk12.org), (901) 361-4286

Psychologist supervisors: Ken Strong, Ed.D. & David Wilkins, Ph.D.

Description: The Memphis City Schools Threat Assessment Team is a unique combination of psychologists and social workers trained to assess individuals, based on Structured Professional Judgment, who have made salient threats or engaged in violent behavior warranting evaluation of violence risk in a school setting. This evaluation is intended to ensure safety in the school environment for the child, other children, and for school staff. Training experiences include conducting academic and behavioral case history assessment; conducting structured student and parent interviews; administering behavior and psychopathological rating scales; writing violence-risk reports; and providing recommendations for school and home.

Note: Students usually have 2-3 supervisors and work as a member of the interdisciplinary threat assessment team.

### **St. Jude Children's Research Hospital**

Director of Clinical Services and Training: Valerie M. Crabtree, Ph.D.

Contact information: [valerie.crabtree@stjude.org](mailto:valerie.crabtree@stjude.org), (901) 595-6393

Psychologist supervisors: Valerie Crabtree, Ph.D. & James Klosky, Ph.D.

Description: Training experiences include conducting psychoeducational assessments and classroom observations; attending school reentry programs and IEP meetings; and attending rounds concerning the needs and assessments of children with chronic illnesses.

### **Exchange Club Family Center**

Clinical Director: Catherine Collins, Ph.D.

Contact information: [ccollins@exchangeclub.net](mailto:ccollins@exchangeclub.net), (901) 276-2200

Psychologist supervisors: Catherine Collins, Ph.D.

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

### **Shelby County Head Start**

Health Manager: Ms. Rachel Hennings

Psychologist supervisors: Warren Harper, Ph.D.

Contact information: [hennings-r@scgheadstart.com](mailto:hennings-r@scgheadstart.com); [drwharper@aol.com](mailto:drwharper@aol.com)

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

## Appendix D

### Sample Practicum Agreement

Practicum Agreement  
School Psychology Program  
University of Memphis &  
**Memphis City Schools Mental Health Center**  
**Threat Assessment Team**

It is agreed that the on-site supervisor (named below) will oversee the activities of the school psychology practicum student (named below) for approximately one day per week or its equivalent. Days and times of the practicum will be mutually agreed upon by the on-site supervisor and student.

The on-site supervisor must be a duly credentialed psychologist (i.e., licensed mental health services provider). The on-site supervisor agrees to provide one hour of supervision each week or more, depending on the amount and complexity of the work.

The practicum student will participate in **psychological evaluations conducted by the Threat Assessment Team. As part of the experience, the student may administer questionnaires, conduct interviews, write summary reports and recommendations, participate in parent feedback sessions, and observe district adjudication procedures.** The practicum experience will begin **September 3, 2012** and continue through **May 22, 2013.**

All parties involved agree to abide by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association. Should a problem arise during the practicum experience, the on-site supervisor or the practicum student should contact The University of Memphis faculty supervisor in order to discuss the problem.

The on-site supervisor agrees to complete the practicum evaluation form at the end of each semester. The practicum student agrees to complete a log of activities as well as an evaluation of the supervisor and the practicum site at the end of each semester. This information will become part of the student's portfolio record and will be used to improve future practicum assignments.

Practicum Site	Days and Times	
Practicum Student	Email	Date
On-site Supervisor	Email	Date
University of Memphis Faculty Supervisor	Email	Date

## Appendix E

### Liability Insurance

#### **WHO NEEDS INSURANCE?**

1. **All students completing a practicum need liability insurance.** It would be very unusual for students not to be enrolled in a practicum at some point during the school year. If you are not enrolled in a practicum at any point during the school year or if your practicum takes place in the PSC (our internal placement), then carefully read point 2 below to see if it applies to you.

2. Students who are engaged in research that does not benefit the University or is not controlled by the University through a faculty member need liability insurance. What does that mean? It means that students who are working on their own projects separately from their major professor or other U of M professors need liability coverage. Students who participate in research as part of their assistantship do not need coverage. Students working on projects through Drs. Meisinger or Floyd's lab do not need coverage.

Notice that the concept of whom the research benefits may be somewhat murky; it may be easier to focus on the "control" standard. Students working on research projects for milestones (e.g., dissertation or thesis) may need liability insurance if their research is not controlled by their major professor or another professor at the U of M. Students who are doing a dissertation using data already collected by their major professor would probably not need liability insurance to the extent that they are closely guided by a University faculty member. There is a continuum between research that benefits the student only and is independent of the University's control and research that benefits the University only and over which the University exercises control through professors.

How do you know whether to buy insurance? You should understand that it is always more cautious to buy liability insurance than not to buy it. If you have it, you know you will be covered in the case of a lawsuit. If you do think your research benefits the University and is part of the work of the University, you should discuss this with your major professor. If your major professor agrees with you, you will not be required to buy liability insurance.

3. Interns are responsible for checking with their internship sites to verify whether they are covered under the organization's liability insurance. If interns are not covered by their site, then they should purchase student liability insurance. If there is any question regarding whether you are covered, you should spend \$15.00 to purchase coverage.

To summarize, students might not need insurance if (a) they are not doing clinical work outside the University and (b) they are not engaged in independent research. Your thesis, dissertation, etc., may or may not be independent research. You must discuss the type of research you are doing with your major professor. Interns are responsible for verifying the status of their liability coverage with their internship site.

#### **WHAT KIND OF INSURANCE DO I NEED?**

You need occurrence liability insurance. This covers you if you discontinue the insurance, and a client with whom you worked when the insurance was in force *later* sues you. At least one placement (i.e.,

Shelby County Schools) has required that our students carry \$1 million occurrence and \$3 million total in liability insurance. The school psychology faculty require that you carry at least these amounts.

You may be insured through Marsh Company for \$15.00. That gives you \$2 million occurrence and \$4 million total liability. Marsh has a contract with the state of Tennessee, which is why the rate is so affordable.

Alternatively, you could buy it elsewhere. Here are some other companies' rates:

1. American Professional Agency
  - \$1-\$3 mil/ incident level- \$35/year
  - \$2-\$4 mil/ incident level- \$41/year
2. Healthcare Providers Service Organization
  - \$1 mil/ incident (\$3 mil/annual aggregate) - \$29.50/year
3. APA Insurance
  - \$1 mil/ incident (\$3 mil/annual aggregate)- \$35/year, but you must indicate that you plan to join APA (\$52 year)