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STUDENT HANDBOOK

Ph.D. in School Psychology

College of Education
UNIVERSITY OF HOUSTON

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PREFACE

Welcome to the American Psychological Association (APA)-accredited and National Association of School Psychologists (NASP)-approved Ph.D. Program in School Psychology. The program is offered through the Department of Psychological Health and Learning Sciences (PHLS) in the College of Education (COE) at the University of Houston (UH). We intend for this handbook to be a useful resource for our students, faculty, and others interested in the program (e.g., prospective applicants). This handbook provides students with a comprehensive overview of the program's training philosophy, goals, objectives, expected student competencies, research requirements, policies and procedures, practicum and internship guidelines, and other relevant information.

We expect that the Handbook will serve as an important reference for students as they progress through the program, providing answers to most of their questions. In order to understand how a Ph.D. in the School Psychology Program and its requirements fit within the larger context of the COE and the UH, please use this Handbook in conjunction with the COE website and the *UH Graduate Catalog.* Additional information about the program can be obtained at the program website.

This Handbook is designed to be consistent with pertinent policies and procedures of the Department of Psychological, Health, and Learning Sciences; the UH COE; the University of Houston; the Texas Higher Education Coordinating Board (THECB); the Texas State Board of Examiners of Psychologists (TSBEP); the American Psychological Association (APA); the National Association of School Psychologists (NASP); and the Council of Directors of School Psychology Programs (CDSPP). This handbook reflects a good faith effort to simultaneously align with each of these organizations.

The program faculty trusts that students will find the enclosed information helpful and necessary as they complete the Ph.D. in School Psychology Program. Although our students are not expected to commit this very detailed document to memory, students and faculty are expected to read and understand the handbook. New students sign a form in the fall of their first year stating they have read the handbook and had an opportunity to ask questions within their Professional Seminar course, though they have an ongoing opportunity to discuss questions with their advisor, the program director, other program faculty, and advisors in the COE Graduate Studies Office. Signing the document indicates understanding of the program structure for graduate education at UH and of the expectation that they abide by the guidelines in the handbook. The signed letter will be placed in each students' program and departmental file. As students matriculate through the program, they are encouraged to raise questions and make comments with their advisor or the program director <u>after</u> they have researched the topic in the handbook.

1. INTRODUCTION

The APA-accredited and NASP-approved Ph.D. in School Psychology Program (i.e., the program) is located in the Department of Psychological Health and Learning Sciences (PHLS) in the College of Education (COE) at the University of Houston (UH). The program is one of several graduate programs in the PHLS Department and students may collaborate with other faculty in the Department, College, University, and community in consultation with their advisor.

History

The Ph.D. in School Psychology at UH is in its second decade of existence. The founding director, Dr. Thomas Kubiszyn, and an additional faculty member were employed in August 2003. The first cohort of students was admitted in August 2004 in anticipation of the program's approval by the Texas Higher Education Coordinating Board (THECB), which was finalized in October 2005. The program's first doctoral interns completed their internships in July 2008, and the first graduate earned her doctorate in August 2008. The Program was granted APA accreditation and NASP approval effective in June 2009. In 2014, after a self-study and site visit, the APA Council on Accreditation renewed the APA accreditation, with the next site visit scheduled for 2021. This accreditation is linked with approval by NASP, which will be renewed following APA re-accreditation.

UH and Diversity

The University of Houston (UH) is the second most ethnically diverse, Tier One research university in the United States, with students from the U. S. and more than 130 other countries. Like the university, the program recognizes and values its unique location within an urban, international setting, rich in individually and culturally diverse applicants, students, faculty, and field and practicum placements. We feel fortunate that our students have ready access to diverse populations in their pre-practicum, practicum, and internship sites. This access helps ensure that our students learn about and grapple with complex issues such as the impact of linguistic, cultural, socioeconomic, and other forms of diversity on assessment findings, acceptability of interventions and consultations, and other issues. In addition to supporting the UH equal opportunity and non-discrimination policy, the program is committed to recruiting, retaining, and developing a diverse learning community of faculty and students that is dedicated to advancing psychological knowledge of and services to the wide array of individuals and groups that comprise our increasingly diverse region and nation.

In addition to requiring specific coursework in multicultural issues, the program requires that all school psychology specialty courses devote specific attention to the impact of diversity on psychological service delivery and research, and vice-versa. Additional emphasis on diversity may be provided through affiliations and involvement of students and faculty with national (e.g., APA Division 35, Student Affiliates in School Psychology (SASP) Diversity Committee) and international (e.g., International School Psychology Association, or ISPA) organizations.

In 2016, after reviewing an application describing our students, faculty, curriculum and research, the National Association of School Psychologists recognized the Program as a Multicultural and Bilingual Graduate Training Program. There are only 11 other doctoral programs that meet criteria for this designation by NASP. For more information go to the NASP website (https://www.nasponline.org/).

2. PROGRAM COMPONENTS

Philosophy of Education and Training

The program follows the "scientist-practitioner" (Boulder Model: Baker & Benjamin, 2000; Vespia & Savez, 2006) training model that integrates research and applied skills in preparing professional psychologists. Furthermore, the program endorses a blend of the ecological systems (see Bronfenbrenner, 1977; 2006) and behavioral theories, which form the socioecological-behavioral framework (see Gutkin, 2009) guided by ecocultural principles (Weisner, 2000) to facilitate understanding of human development and behavior in a sociocultural context. Accordingly, the scientist-practitioner framework is embedded within an ecocultural theoretical lens. This theoretical perspective considers the ecological and cultural environment in which developmental processes are embedded, highlighting the interplay between individual-level processes and the socio-contextual conditions that influence such processes (McWayne, Melzi, Limlingan, & Schick, 2016).

A fundamental assumption of the program is that adaptive and maladaptive child development and functioning result from the reciprocal influences of internal and external variables within interlocking systems. The reciprocal impact of individual and cultural diversity on psychological research and practice is consistent with this assumption. Although competencies in direct services (e.g., individual assessment and intervention) are important program outcomes, competencies in indirect service delivery (e.g., consultation, prevention, resilience-building, and program development and evaluation) are essential skills that often enable broader impact on adaptive development, prevention and resilience-building through culturally responsive practices that involve creating a climate where diversity is affirmed and establishes a cultural lens for determining normative patterns of behavior and learning (Banks & Obiakor, 2015).

The Program's philosophy of education and training; its goals, objectives and students' competencies; curriculum plan, including model curricula; and their consistency with the University's mission, goals and culture are described in detail in the Student Handbook (Uploaded with this Standard). Briefly, the Handbook reflects that training in our program puts a strong emphasis on the bidirectional influence and interaction of science and practice, with a strong overarching consideration that the practice of psychology is inseparable from the science underlying it. Furthermore, we believe that effective graduate training shapes the students through a process of guided mastery, with progressively more challenging experiences and increasing self-directed learning and professional practice consistent with demonstrated competency.

To summarize our training philosophy**,** we strive to develop broadly trained school psychologists who are generators of knowledge via conducting applied research, who are critical

consumers of research, and who apply research findings to enhance evidence-based practice in psychology. Our training sequence integrates broad and general psychological theory with research and practice exposure specific to school psychology. Toward these ends, the program provides a training experience that is sequential, cumulative, and graded in complexity. We strive to prepare students for the life-long acquisition of knowledge that will be necessary to be critical consumers of emerging research findings and practice-related innovations and developments in our evolving profession. We also encourage students to generate and share knowledge with peers and the stakeholders they serve. Central to each aspect of training is the understanding of the reciprocal impacts of the individual and multiple systems on human behavior and well-being.

Underlying Assumptions of Training as a Scientist Practitioner

The development of our scientist-practitioner program has been guided by four assumptions. These assumptions and their accompanying rationales follow:

1. *Training for competence in both research and practice is sequential, cumulative, and graded in complexity, is sensitive to development and issues of diversity, and is designed to prepare students for a life-long commitment to additional learning and development.* Our sequence follows an integrated exposure-experience-expertise hierarchy, with graded opportunities for knowledge and competency development under progressively less supervision, and with increasingly diverse populations, as competencies develop (e.g., from didactic instruction to guided practice in field experiences and initial practica, to more independent functioning during advanced practica and the internship year, and in carrying out independent research).

2. *An adequate foundation in broad and general psychological theory and scientific inquiry (e.g., critical and scientific thinking and writing, research design, analysis and evaluation) is necessary to prepare students to adapt to the ever-evolving nexus of science and practice.* When students understand the assumptions, linkages, frameworks, theories, methods and principles that characterize contemporary science and practice in psychology and school psychology, they are more likely to develop schema that enable thoughtful and measured responses to new developments, controversies, and situations. As a result, they will be better prepared to critically evaluate and integrate new findings into their existing knowledge base and competencies.

3. *Children's adaptive and maladaptive functioning is multiplying and reciprocally determined.* Cognitive, affective, biological, and environmental variables reciprocally influence each other as children develop, and these influences may vary across different, but overlapping, ecological settings (e.g., pre-school, school, family, peer, etc.). Thus, as important as internal variables and proximal antecedents and consequences may be to children's development, other variables such as development, interconnections between settings, individual and cultural diversity, access to resources, parent workplace demands, and societal influences also can be of critical importance in conceptualizing, understanding and intervening on behalf of children, and in developing prevention programs that may enhance resilience and reduce the need for intervention (Bronfenbrenner, 1977; 2006).

4. *Science and practice are reciprocal and should be integrated throughout training.* Although evidence-based psychological practices (EBPP) should be given first consideration when they are available, it is also important to recognize that such practices may not be universally effective or developmentally appropriate, especially with diverse populations. Consistent with the report of the APA President's Task Force on Evidence Based Practice (APA, 2006) we believe that EBPP must also consider the uniqueness of settings, client preferences and clinical expertise. Although fidelity to the evidence-based treatment manual is necessary for initial competency development, advanced competency/expertise develops when the clinician is able to recognize when manualized treatments are directly applicable, and when the realities of service delivery to developmentally, culturally and individually diverse populations in complex field settings (e.g., schools, hospitals, communities) may require thoughtful, but informed, modifications to the treatment manual to enhance the applicability of EBPP.

Program Mission, Values, and Initiatives

The COE and Department of Psychological, Health, and Learning Sciences completed a strategic planning process in 2015-2016 and revised their mission statements, identified program values, and created initiatives that would allow the organization to evolve to meet the needs of students and the community. The program mission, values, and initiates are presented below. The department and college mission statements are available at their websites.

School Psychology Ph.D. Program Mission Statement:

The mission of the University of Houston School Psychology Ph.D. program is to foster the development of transformative school psychology leaders and mutually beneficial community relationships to promote culturally responsive positive change and well-being across systems important to children, youth, and families. We intentionally engage with culturally and ethnically diverse populations, settings, and professional development opportunities to accomplish rigorous, culturally responsive, scientist-practitioner training and research.

School Psychology Program Values:

<u>Excellence in Science and Practice</u>: We endorse and exemplify rigorous research to inform a bidirectional relationship between science and practice to advocate for our clients through a social justice framework.

<u>Innovative Leadership</u>: Through evidence-based and theory-driven research and training, we empower leaders to develop culturally responsive innovative and adaptive solutions to the real-world challenges of children, youth, and families and the socioecological-behavioral systems in which they exist.

<u>Collaborative Community Partnerships</u>: By recognizing the strengths of community partners, we promote and establish sustainable mutually beneficial community collaborations that generate community driven action research as well as community-based formative program evaluation

efforts that cooperatively generate training opportunities for our students and professional development efforts for our faculty.

Diversity and Social Justice:

By valuing the unique strengths and needs of children, families, and systems we serve, we are agents of culturally responsive social justice advocacy with research efforts guided by the rich diversity of the University and surrounding communities. Consistent with the commission on accreditation, we define cultural, individual differences and diversity as, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. Our program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program.

Academic Integrity: We share responsibility to create and foster a climate of collegiality and professional integrity in all endeavors.

Systemic Perspective: Guided by a socioecological-behavioral framework, we seek to bring excellence to the many settings and systems that directly or indirectly influence and interact with child, youth and family development and well-being.

Program Norms for Interpersonal Communication:

The program operates as a community with mutual respect. In an effort to increase conscientiousness of oneself and others, difficult conversations are often necessary. Students have created a list of norms to assist with these conversations. Our program norms are listed, and additional details for each norm can be found in Appendix O.

- Assume positive intent
- Commit to self-reflection, learning, and growth
- Focus on the process and not the outcome
- Show mutual respect
- Reflectively listen to others
- Speak honestly and be mindful of your intention
- Feedback should be purposeful and constructive
- Consider phrases or key words to work through tense situations
- Use processing as a tool to move forward
- Silence is communication – communicate a need for more time

The *Call Me In Handbook* was created by students as a cultural responsiveness initiative to help members of the School Psychology Doctoral Program:

1. Understand important terminology surrounding culture
2. Navigate uncomfortable conversations
3. Respond to cultural insensitivity at multiple levels and in multiple settings

4. Set realistic expectations for everyone's commitment to growth
5. Facilitate interpersonal and system-level reconciliation.

The *Call Me In Handbook* can be accessed via the QR code below.

School Psychology Program Competencies:

Under the APA Commission on Accreditation (CoA) Standards of Accreditation (SoA) the program is engaged in preparing students to serve as health service psychologists. According to the APA CoA "health service psychology" is defined as the integration of psychological science and practice in order to facilitate human development and functioning. Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders. Programs that are accredited to provide training in health service psychology prepare individuals to work in diverse settings with diverse populations. Individuals who engage in health service psychology have been appropriately trained to be eligible for licensure as doctoral-level psychologists.

To evaluate the extent to which the program achieves its goals and objectives, and to help evaluate student progress (i.e., to provide ongoing feedback to students over the course of doctoral study), the program completes a comprehensive summary assessment of student competencies annually. Competencies are assessed with multiple measures and data from multiple informants. Feedback from this process is designed to strengthen student competency development, inform student advisement, and to assess the program's success in achieving its goals and objectives.

In keeping with the APA SoA, the program is competency-based, rather than course-based. This means that it is the achievement of the professional and personal competencies*, in addition to completion of all academic coursework and related requirements* that enables a student to complete the program and to be awarded the Ph.D. degree. The previous self-studies of the program included four program goals, which were organized into 18 program objectives and 39 student competencies. The current handbook builds and extends on that history with 41 student competencies that have been expanded and aligned with the APA CoA's Standards of Accreditation implemented in 2017. See Appendix A for information regarding how the original FASE and SASE items map on to the new APA SoA.

To document that they are properly trained health service psychologists, the APA CoA requires programs to measure discipline-specific knowledge and profession-wide competencies. *Discipline-specific knowledge* refers to "a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology." Discipline-specific knowledge currently includes 10 areas. General preparation in discipline-specific knowledge is assessed during the admission process and the ten areas specified by the APA CoA are assessed annually by the program. *Profession-wide competencies* currently include nine competencies required for all students who graduate from programs accredited in health service psychology. These nine competencies specified by the APA CoA are assessed annually by the program. The process of collecting these annual review data is found in this *Program Handbook* after the description of the program activities designed to promote growth in discipline-specific knowledge and profession-wide competencies. For present purposes, the annual review data are initially used to provide formative feedback to students in annual review meetings which are documented in letters over the course of doctoral study. When approaching graduation, these data are used to make summative determinations about minimal competencies in these areas, as students are required to achieve minimum levels of competency to earn a Ph.D.

Measuring Discipline-Specific Knowledge at Admission. This area of preparation is addressed during the admission process and with the doctoral comprehensive exam components. The program has broad entrance criteria that include a rubric for application file review, ratings of interview performance, and minimum standards for undergraduate GPA and GRE scores. The application rubric review provides a quantitative score with good inter-rater reliability between multiple faculty raters (usually .7 or better). The faculty do not apply specific quantitative cutoffs using the rubric. Rather, this file review system is used as a tool to identify adequate preparation and fit with the program. The file review is designed to identify strengths and potential areas of concern about preparation for the School Psychology Ph.D. Program including checking to see if their background in discipline-specific knowledge is sufficient to enter the Program. Students admitted must have a mean interview rating over 2 (i.e., acceptable) to be admitted to the program.

The Department of Psychological, Health, and Learning Sciences expects a minimum undergraduate GPA of at least 3.0, and prefers GRE Verbal, Quantitative, and Analytical writing scores at the 25th percentile or higher. Students may be admitted with a GPA less than 3.0 or GRE scores below the 25th percentile if the program provides written justification for waiving this minimum standard. In such cases, the justification addresses the extent to which the student has discipline-specific knowledge and fit sufficient to succeed in our Ph.D. program.

Measuring Discipline-Specific Knowledge in the Program. To help evaluate student progress in mastering discipline-specific knowledge, the program assesses ten areas annually, which are identified by the APA CoA. Approaches to measuring discipline-specific knowledge and the minimum criteria for determining competence are selected by the program. The specific areas of discipline-specific knowledge are listed below:

1. History and Systems
2. Affective Aspects of Behavior
3. Biological Aspects of Behavior

4. Cognitive Aspects of Behavior
5. Developmental Aspects of Behavior
6. Social Aspects of Behavior
7. Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas 8. Research Methods
9. Quantitative Methods
10. Psychometrics

Measuring Profession-Wide Competencies. To help evaluate student progress in mastering profession-wide competences, the program assesses nine areas annually that were selected by the APA CoA. Approaches to measuring profession-wide competencies are selected by the program. The specific areas of profession-wide competences are listed below:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

Processes and Activities

The program employs a variety of procedures and activities to foster student competency attainment. Although successful and timely completion of required coursework and directly related activities (e.g., candidacy and dissertation research, practica, internship) are critically important to competency development, all students also engage in a variety of additional activities and processes that facilitate competency and professional development as a scientist-practitioner psychologist. These include, but are not limited to:

- Preparation for and completion of the GRE Psychology Specialty Exam
- Preparation for and completion of the PRAXIS exam in school psychology
- Completion of the candidacy and dissertation processes
- Independent reading (e.g., journals, books, newsletters from professional associations and licensing boards)
- Participation in faculty-led research teams, including conceptualizing and conducting studies and disseminating findings via peer-reviewed publications and presentations
- Participation in Town Hall meetings each semester
- Participation in colloquia or other research presentations
- Formal meetings with academic and research advisors
- Attendance at professional development and continuing education workshops and trainings
- Multidisciplinary meetings at schools, hospitals, and agencies
- Formal and informal meetings with practicum and internship site and university supervisors

- Site-based case conferences and staff meetings at practicum and internship sites
- Comprehensive case conceptualizations and case reviews at university-based practicum meetings.

Minimum enrollment considerations

Our doctoral program requires continuous registration during fall and spring semesters (i.e., you cannot skip one of these semesters without applying for a leave from the university). In our program, students usually take 15 hours per semester in the first year, 12 hours per semester in the second year, 9 hours per semester in the third year, and 1 to 9 hours in the fourth year and beyond. Registration in the summer is not required after the first year in the program.

Students who are not continuously registered can be dropped from the program unless they have an approved petition. Students must register for dissertation hours each consecutive long semester (i.e., fall and spring) until they defend. Dissertation registration hours can vary. Students usually register for 3 dissertation hours per semester. This can be one hour during pre-doctoral internship. Only six dissertation hours count toward graduation. Students must be registered the semester they graduate.

Students are expected to register for at least 9 hours during their first two semesters and complete their residency requirements. Nine credit hours is the university threshold for full-time enrollment and is the minimum to receive the Graduate Tuition Fellowship during fall and spring semesters, unless there is an approved petition for a reduced load. Six hours is full-time registration for a summer GTF, unless there is a petition for a reduced load. Students hired as graduate assistants are typically expected to be registered as full-time students.

We consider the predoctoral internship to be a full-time academic enrollment if done full-time but only require registering for a one-credit-hour course, usually for three semesters. Students on predoctoral internship are eligible for a GTF if funds are available. Note that some student loan providers may not accept the one-credit-hour enrollment as full-time, which may affect disbursement and deferment of student loans. Also, it is best to confirm this policy with a graduate petition stating (check box 12): "The Program considers the predoctoral internship to be a full-time academic enrollment if done full-time but only requires registering for a one-credit-hour per semester. This petition requests approval of this policy for this student."

It is important to note that other organizations or agencies may have enrollment and residency requirements. For example, the Association of State and Provincial Psychology Boards (ASPPB) asks the following three questions about enrollment: Does the program require three years of full-time academic study or equivalent? Did the program require each student to complete at least two of the three years at the institution from which the degree was granted? Did the program's curriculum encompass a minimum of three academic years of full-time graduate study for a doctoral degree, and a minimum of one academic year of full-time graduate study for a master's degree? Students are encouraged to check with ASPPB, state licensure boards, or other organizations (e.g., military) about minimum enrollment and residency if they plan to deviate from the typical UH degree plan.

Course Requirements

To graduate, students entering without waived graduate courses or transferable graduate credit are required to complete 113 hours of specific coursework listed below in three categories:

A. School Psychology doctoral specialty courses,
B. Department/College required courses,
C. Additional courses (e.g., supporting the development of discipline-specific knowledge and profession-wide competencies).

Students entering the program with prior graduate credit in school psychology or closely related fields may petition to transfer or waive courses. "Transferring" means that the credit hours obtained from the previously completed course work at another institution are considered part of the total number of required hours of the degree plan at UH. Waived courses mean that, in an effort to minimize redundancy, the student is excused from repeating an equivalent class at UH but must earn the same number of credit hours toward the degree plan by taking courses to replace the ones waived. The number of courses that can be transferred or waived is ultimately determined by UH Graduate School policy. Currently the Graduate School allows up to 9 hours of transfer credit and the program allows a maximum of 21 waived hours, for a total of 30 credits. *Credits can only be transferred if taken in a course of study where a terminal degree was not awarded (e.g., student did not complete a master's program).* Courses taken as part of a program where a terminal degree was obtained are only eligible for a waiver (i.e., the student does not have to take the same course again but still needs to earn the required number of total credit hours. All transfers and waivers are contingent on the approval of the department, COE Graduate Studies Office, and the UH Graduate School.

To get approval for transferring or waiving courses from the Graduate School, students must submit petitions approved by their advisor, the School Psychology Program director, the PHLS Department Chair, the Associate Dean for Graduate Studies in the COE, and the Dean of the Graduate School. This petition process to approve the transfer or waiver of courses begins by completing a Course Equivalency Review (CER; see Appendix B). The CER process begins with the petitioning student meeting with their advisor to identify courses to transfer or waive; the advisor then identifies the appropriate UH instructor to review syllabi and/or other materials for the course being requested to transfer or waive. Subsequently, the petitioning student submits the CER to their advisor, who presents the CER to the entire school psychology faculty for a vote. If the vote is favorable, the student and advisor prepare a Graduate Petition and attach the CER along with a memo summarizing the request, CER process, and approval from the program faculty (the program director can provide examples of the petition and memo). ***Students must have a completely processed CER before not enrolling in a course***. Therefore, new students are encouraged to work with their advisor to submit any CERs that apply to coursework in the first semester over the summer prior to starting the program. It is then recommended that students complete any additional CERs during the first semester of doctoral study such that an accurate

degree plan can be created and submitted in the MyAdvisor system during their first year in the program.

Students are advised that courses in Category A (see below) require substantive justification with convincing documentation and demonstration of competency to be transferred or waived. Note: Courses that are waived do not need to be repeated, but other course credit hours must be taken such that the degree plan adds up to 113 hours. For more information regarding the policies on transfer and waivers please see the UH Graduate School website (http://publications.uh.edu/content.php?catoid=33&navoid=11956#previously_earned_deg).

The program does not include any elective courses. Students who wish to complete additional courses to broaden or deepen their competencies are encouraged to discuss the advantages and disadvantages associated with such choices with their advisor ***before*** registering for an additional course.

Category A) Required Doctoral School Psychology Specialty Courses:

PHLS 8241, Professional Seminar in School Psychology
PHLS 7193, Interprofessional Pre-Practicum (IPP) Rotation
SPEC 7340, Assessment of Academic Achievement
PHLS 8305, Supervision in Counseling Psychology
PHLS 8346, Pediatric Psychopharmacology (offered every other year)
PHLS 8361, Ecological-Behavioral Interventions
PHLS 8362, Innovative Academic Assessment & Intervention: RTI
PHLS 8363, Research in School Psychology
PHLS 8364, Professional Practice in Psychology: Ethics, Law & Professional Issues
PHLS 8393, Advanced Practicum 1
PHLS 8393, Advanced Practicum 2
PHLS 8393, Advanced Practicum 3
PHLS 8393, Advanced Practicum 4
ELCS 8356, Program and Policy Evaluation
PHLS 8193, Internship in Psychology
PHLS 8348, Evidence-Based Practice with Children & Adolescents
PHLS 8199, Doctoral Dissertation (*Six hours count for graduation. Students have the option of a combination of 8199, 8399, and 8699*)
Subtotal = 53 hrs.

Category B) Department/College Required Courses:

PHLS 7398, Candidacy Research (Register the semester you defend)
PHLS 8300, Advanced Educational & Psychological Measurement
PHLS 8322, Intermediate Statistical Analysis in Psychological and Educational Research
PHLS 8324, Multivariate Analysis in Psychological & Educational Research
PHLS 8351, History & Philosophy of Psychological Systems
Subtotal = 15 hrs.

Category C) Additional Required Courses:

PHLS 6330, Human Growth and Development
PHLS 7377, Child and Adolescent Psychopathology and Well-Being
PHLS 7393, School Psychology Practicum 1
PHLS 7393, School Psychology Practicum 2
PHLS 7394, LSSP Internship 1
PHLS 7394, LSSP Internship 2
PHLS 8319, Inferential Statistics in Psychological & Educational Research
PSYC 7342 Biological Bases of Behavior
PHLS 8337, Multicultural Issues in Counseling Psychology
PHLS 8347, Assessment of Cognitive Abilities
PSYC 6338, Foundations of Social Psychology
PHLS 8366, Multimodal Measurement and Integrated Assessment Practicum
PHLS 8367, Behavioral Consultation
PHLS 8302, Research Methods in Psychological and Educational Research
PHLS 7317, Cognitive and Affective Bases of Behavior
Subtotal = 45 hrs.

Non-Credit Courses

PHLS 6000, Teaching Assistant Training (required for TAs, meets monthly)

Note: 113 is the *minimum* number of hours required. Some students will take more hours, usually through additional sections of practicum and dissertation, as illustrated in the example below. Students should not, however, exceed 130 total hours as they are then at-risk for being charged out of state tuition by the university.

Unpredictable scheduling issues may require that certain courses be completed during a different semester than is indicated in the sample degree plan. Also, the plan includes 6 hours of Dissertation, consistent with current policy on enrollment in these credits. Because dissertation often requires more than a semester of work it is common that students complete more than 6 hours of dissertation.

Students should consult with their advisor and enter an appropriate degree plan in MyAdvisor during the first year in the program. This can be updated with grades or changes as the student progresses through the program, if desired. The degree plan in MyAdvisor should reflect all required courses listed above and should add up to a minimum of 113 total credits.

Sample degree plan for students without waived coursework or transferable graduate credit (minimum 113 hrs. required; students may take more than the minimum). *Note: This is a sample degree plan. Actual plans may vary. Students should discuss their specific plan with their advisor and refer to the 5-year course scheduling plans made available to students and faculty each year.* **The plan below reflects 129 total hours.**

First year-fall (15 hrs.)	**First year-spring (15 hrs.)**
PHLS 7193, Interprofessional Pre-Practicum Rotation PHLS 8241, Professional Seminar in School Psychology PHLS 8361, Ecological-Behavioral Interventions PHLS 8302, Research Methods in Education PHLS 8319, Inferential Statistics in Psychological & Educational Research SPEC 7340, Assessment of Academic Achievement	PHLS 8362, Innovative Academic Assessment and Intervention: RTI PHLS 8347, Assessment of Cognitive Abilities PHLS 8322, Intermediate Statistical Analysis in Psychological and Educational Research PHLS 7377, Child Psychopathology and Well-Being PHLS 8366, Multimodal Measurement and Integrated Assessment Practicum

First year-summer (6 hrs.)	
PHLS 8351, History and Philosophy of Psychological Systems PHLS 8364, Professional Practice in Psychology: Ethics, Law and Professional Issues	

Second year-fall (12 hrs.)	**Second year-spring (12 hrs.)**
PHLS 8363, Research in School Psychology PHLS 8348, Evidence-Based Practice with Children & Adolescents PHLS 7393, School Psychology Practicum 1 PHLS 8324, Multivariate Analysis in Psychological & Educational Research	PHLS 7393, School Psychology Practicum 2 PHLS 8300, Advanced Educational & Psychological Measurement PHLS 8367, Behavioral Consultation PHLS 6330, Human Growth and Development
Second year-summer	
Third year-fall (9 hrs.)	**Third year-spring (9 hrs.)**
PHLS 7394, LSSP Internship 1 PSYC 7342, Biological Bases of Behavior PHLS 8337, Multicultural Issues in Counseling Psychology	PHLS 7394, LSSP Internship 2 PHLS 8305, Supervision in Counseling Psychology PHLS 7398, Candidacy Research
Third year-summer (3 credits optional)	
PHLS 8393, Internship and Practicum	
Fourth year-fall (9 hrs.)	**Fourth year-spring (9 hrs.)**
PHLS 8393, Advanced Practicum 1 PHLS 7317, Cognitive & Affective Bases of Behavior PSYC 6338, Foundations of Social Psychology	PHLS 8393, Advanced Practicum 2 PHLS 8399, Doctoral Dissertation PHLS 8346, Pediatric Psychopharmacology PHLS 8369, Program Evaluation

Fourth year-summer (3 hrs. optional)	
PHLS 8393, Internship and Practicum	

Fifth year-fall (9 hrs.)	**Fifth year-spring (6 hrs.)**
PHLS 8393, Advanced Practicum 3	PHLS 8393, Advanced Practicum 4
PHLS 8399, Doctoral Dissertation	PHLS 8399, Doctoral Dissertation
	Elective (optional)
Sixth year – fall (1 hr.)	**Sixth year spring (1 hr.)**
PHLS 8193, Pre-doctoral Internship	PHLS 8193, Pre-doctoral Internship
Sixth year – summer (1 hr.)	
PHLS 8193, Pre-doctoral Internship	

Students Entering Program with Graduate Credit. Students who enter the program with a completed Master's or Educational Specialist degree in school psychology from a NASP-approved program are eligible to adopt a degree plan with a reduced number of total credits. This degree plan is 101 credits and is reduced from the total of 113 when two semesters of School Psychology practicum and two semesters of LSSP Internship (12 total credits) are excluded. In order to utilize this degree plan, students whose previous training program meets the criterion mentioned above must still submit CER documentation for the School Psychology Practicum and LSSP Internship courses and have that request approved before adopting the reduced credit hour degree plan. Students can then also submit additional CERs beyond the 12 credits noted here and those courses would be handled as requests for waivers, as the university prohibits transferring courses taken toward a conferred terminal degree.

3. MAJOR PROGRAM REQUIREMENTS AND MILESTONES

To complete the program, students must complete: (a) all required coursework and (b) demonstrate achievement in all discipline-specific knowledge and profession-wide competencies. In addition to completing the required coursework, a variety of additional science, practice, and programmatic requirements must be met. These requirements are described in detail below, and include fulfilling residency requirements, completing the candidacy research requirement, passing the PRAXIS (at the national certification cut point)), completing the dissertation research requirement, and completing the pre-practicum, practicum, and internship sequences. Students work with their advisor to create a checklist appropriate to their training plan. Examples of checklists outlining all important program milestones are provided in Appendix C.

Doctoral Residency Requirement

The COE requires that doctoral students complete at least one year of full-time residency at the University of Houston including program residency requirements that are described in Appendix D. Furthermore, the APA SoA specifies that the program must require that each student successfully complete:

1. A minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree,
2. At least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted,
3. At least 1 year of which must be in full-time residence (or the equivalent thereof) at that same program. Programs seeking to satisfy the requirement of 1 year of full-time residency based on "the equivalent thereof" must demonstrate how the proposed equivalence achieves all the purposes of the residency requirement.

Students in the program must fulfill the residency requirements during their first year of doctoral study. Completion of several courses during the first year satisfies one component of the doctoral residency requirements. These courses consist of PHLS 7193, Interprofessional Pre-Practicum Rotation; PHLS 8241, Professional Seminar in School Psychology; PHLS 8361, Ecological-Behavioral Interventions; and PHLS 8322, Intermediate Statistical Analysis in Psychological and Educational Research. Beyond these courses, first year students take other specialty courses during their first year. Residency requirements also include ***attendance at dissertation and candidacy defenses***, including initial proposal defenses. The college provides advance notification of all dissertation defenses. Students are strongly encouraged to attend dissertation defenses by school psychology students because expectations can vary among the Ph.D. and Ed.D. programs in the COE and the School Psychology Program defenses will likely be most relevant to specific students. The program does not post candidacy defense dates. However, students are encouraged to voluntarily invite others to attend their candidacy defenses. Students can also learn about candidacy proposal and defense meetings during their participation in faculty research teams/labs.

Students are required to complete a separate Doctoral Residency entry in MyAdvisor in the fall and spring semesters listing the residency activities completed for each semester. Residency requirements are also submitted to the department during the annual review process. Annual uploads are emailed to Deborah Gary at dgary@central.uh.edu Once submitted, they are reviewed and approved/rejected by the student's advisor, the program director, the chair of the department, and the dean's office.

NOTE: Residency requirements should be completed by the end of the spring semester of the first year and must be completed by the end of the summer semester of the first year. Failure to complete these requirements in a timely fashion may result in the development of a deficiency letter and/or a Performance Improvement Plan (PIP) that specifies the consequences of failing to fulfill these requirements by the set deadlines.

Important Research Considerations

In a demanding scientist-practitioner doctoral program, it is sometimes the case that students fall behind on their research progress and competency development. It is easy to underestimate how time-consuming and challenging research can be. Yet, because research informs practice, and because practice informs research, both research and practice competencies are key to the professional endeavors of scientist-practitioner PhD-level psychologists and school

psychologists. The push to complete requirements with shorter term deadlines, such as clinical cases and course assignments, can make it difficult to set time aside that is needed for research, and this leads some students to believe that they can complete research requirements quickly and/or during summers. Although summer research activity is a possibility, faculty appointments are typically for the *academic year only!* This means that **faculty may not be available for research activities (advising, meetings, defenses, reading drafts, etc.) during the summer months.** Furthermore, even during the fall and spring semesters, faculty typically have many competing demands for their time that may make rapid turnaround of candidacy and dissertation drafts challenging. Students should discuss faculty availability and turnaround expectations with their committee members early in the process, and as needed. Please keep faculty schedules and competing demands in mind as you plan to meet your research requirements.

The faculty strongly believes that it is up to each student to seek out sufficient supervision from his or her chair and committee members as well as other university faculty in order to facilitate the timely completion of required research projects. Peer feedback, such as that provided within the context of research teams, can prove invaluable. Because the "timely completion" of research projects (and other requirements) may be open to various interpretations, the student and their advisor should develop a checklist of important deadlines and requirements that is submitted as part of the annual review process. This checklist will be available to the entire faculty and must be reviewed with the student's advisor during the Annual Review process. Examples of checklists titled, "Important Program Milestones", are included in Appendix C.

APA Style

To enhance competency development in professional writing, **all** papers submitted for classes taught by SP faculty must be formatted consistent with the most current version of the APA Style Manual. The Style Manual is required for PHLS 8241, Professional Seminar course, and students will need to refer to it throughout their time in the program. Learning APA Style is challenging and complex, but applying this approach to student's writing will result in better preparation for development of candidacy and dissertation manuscripts, and for submissions to professional journals and newsletters, etc.

Candidacy Research Paper

The goal of the candidacy research paper is to help doctoral students acquire and apply the necessary entry-level skills to conceptualize, conduct and report research. Consistent with the scientist-practitioner training model, research skills and the application of these skills are infused throughout every class and training experience in the program. A foundation of these skills is taught in the context of our research methods and statistics courses. Students bring these skills to bear on a specific research issue, including a draft proposal, in Research in School Psychology during fall of the second year (PHLS 8363). Ideas about proposals are usually developed in PHLS 8363 and students should propose a candidacy project in the spring of their second year and defend it by the end of the third year. The candidacy project is intended to help students acquire and apply research development, analysis and communication skills under the guidance of the faculty.

Completion of the proposal and final candidacy defense by the spring of the third year is considered timely matriculation. Failure to meet these candidacy expectations (i.e., successfully proposing and defending the candidacy by the end of the Spring semester of the third year) may result in, or contribute to, a marginal or unsatisfactory annual evaluation, a deficiency letter, or the development of a Performance Improvement Plan (PIP). Students who fail to make timely progress on the candidacy project may be advised to focus on their research and limit their coursework or practicum experiences until acceptable progress on the candidacy research requirement is evident.

Students should enroll in PHLS 7398, Candidacy Research, during the semester they defend their candidacy research project. If a student does not complete a final defense during the semester they enroll in PHLS 7398, the student will receive a grade of Incomplete. If the student completes the final defense within one year of the Incomplete in PHLS 7398, the chair of the committee will assign a letter grade. If the candidacy research project is not completed within one year of the incomplete grade being assigned, the chair of the candidacy committee will assign a grade of F, which can be changed to C after the student defends their candidacy. Students can only register for PHLS 7398 Candidacy once.

Students who fail to complete their candidacy project by the end of their third year will receive a deficiency letter. Students who receive an F for candidacy may be placed on probation, assigned a remediation plan, or dismissed from the program. Students who do not successfully defend their candidacy by the end of their fourth year may be placed on probation, assigned a remediation plan, or dismissed from the program. Conditions of probation may include not being able to register for classes, not being eligible for an assistantship, and not being eligible for a GTF. Students should also note that they may be dismissed from the program after earning two grades of C or lower.

The candidacy project should be conducted within the broad domain of school psychology/psychology relevant to school-age children. The student must demonstrate that the candidacy project is likely to result in an advancement of knowledge in the area chosen by the student, preferably in a manuscript for peer-review journal submission. Students work with their research advisor to identify appropriate research questions and write a proposal describing the research. The research must include the collection of new data or the novel use of archival data. With the approval of the research advisor and the candidacy committee, the candidacy research may serve as a pilot project for the dissertation, as long as the dissertation also includes a larger and/or more representative sample, includes an additional research question(s), and involves more sophisticated analysis than did the candidacy.

When determined to be ready by the chair (most often the advisor), the title and abstract can be sent to prospective committee members who will be asked if they are able to serve on the committee. Thus, the chair and student should also develop a timeline and process for generating the proposal, so that this can be communicated to the faculty members. An example "journal style" review process is described later in this section. Committee chairs have the discretion of setting their own process as long as it is communicated to the committee members in advance.

The candidacy committee will include the chair and at least one other school psychology faculty member, and at least one member with strong methodological expertise. If the student's research area is not matched by a member of the program faculty, the student should consult with their advisor and the program director to identify a non-school psychology faculty member to co-chair the candidacy committee with a member of the school psychology faculty. In sum, the candidacy committee should consist of three members the meet the following criteria: two school psychology faculty, one designated methodologist, and at least one recognized content expert.

After forming the committee, the next step is for the chair and student to work together to draft a full-length proposal. The student may consult with the chair about collaborating with other members of the committee in developing the proposal. When the proposal is complete, it will be submitted to the full committee for review.

If using the "journal style review process" (at discretion of the chair, including appropriate modification for the review process) each committee member will review the proposal and provide written feedback to the chair. Similar to reviewing submissions to peer-reviewed journals, the committee chair will summarize the reviewers' comments and provide a list of necessary revisions to the proposal. Feedback from each reviewer will also be shared with the student.

After receiving copies of the summary and reviews, students using the "journal review process" will revise their proposal, and provide a cover letter that gives a detailed response to the review. Then the chair and reviewers will consider the revisions, read the revised proposal, and provide written feedback that may include suggestions for further revision. *This revise and resubmit process may occur multiple times.* When the proposal is deemed to be acceptable by the chair and committee to be presented, the committee will schedule a formal proposal meeting. The peer review process will be repeated when the dissertation or candidacy project is complete. Each cycle of submission, review, revise, and resubmit is expected to take at least a month. So, students should submit their first draft at least two months in advance of the anticipated defense date for the proposal.

After the student proposes their candidacy, the committee chair will consult with the committee to complete the rubric (rubric included in Appendix E). After completing the rubric, the committee chair will meet with the student to provide feedback using the rubric. The committee vote and discussion determines the status of the proposal, which includes (1) pass with no changes, (2) pass with minor changes (review with chair), (3) pass with significant changes (requires review by two or more faculty members), and (4) fail (need to revise the proposal and have the committee meet again). The rubric provides additional information to the student and faculty that will be incorporated into the annual review process. The rubric is also used to determine the letter grade for the candidacy proposal.

The approval of the University of Houston Human Subjects/Institutional Review Board (IRB) must be obtained <u>before</u> any data are collected (or accessed and handled in cases where existing data are being used). **Please do NOT underestimate the length of time that may be required to obtain this approval.** Also, in many cases approval of a school district,

hospital, or other agency must also be obtained, which may delay the data collection process further. Information regarding IRB approval, including their on-line submission form, is available from the UH Division of Research

Students should apply to IRB Committee 3 and will need to work with their faculty sponsor to submit a protocol, complete the online application, request ancillary reviews, and respond to queries by the IRB staff and make changes as requested by the IRB. Students who have not completed ethics training will be required to complete an online ethics course. Consult the website for the Research Integrity and Oversight Office in the Division of Research for current course requirements.

Students must present and successfully defend their candidacy proposal (written in APA style) for their candidacy committee and make any suggested changes prior to carrying out the study. Once the data are collected and analyzed the student will write an APA style final paper and present it to the committee. The process of preparing the document and subsequent review should resemble the process used to prepare for the candidacy proposal. After the student defends their candidacy, the procedure followed for the candidacy proposal will be repeated. After a successful final defense, the student is required to submit the candidacy to My Advisor. The document should be in APA style, except that students should follow the abstract format required by the COE Graduate Studies Office (see below).

In order to help first-year students fulfill their residency requirements, candidacy proposals and defenses will now be announced via the program listserv. Once students have scheduled a date for their proposal or defense, they will email the program instructional assistant with the following information:

Candidacy Title
Committee Chair
Date of Proposal or Defense
Location of Proposal or Defense
Candidacy Abstract

This information will then be sent to the program via the listserv. It should be noted that students who are interested in attending the candidacy proposal or defense should email the student and their committee chair to request permission to observe.

Thesis in lieu of candidacy paper. Some doctoral students will enter the program with a graduate degree that required a thesis. In this case, a previously completed master's thesis may be considered in lieu of completion of the candidacy research proposal. However, to be considered, the thesis, which may be quantitative or qualitative, must:

- represent independent, original research
- include empirical data that have been analyzed
- be completed no more than 6 years prior to beginning the doctoral program

To get the thesis approved by the program, the student must complete a CER that includes the first five parts of the rubric (see Appendix E), along with a written justification of the scores.

The student's advisor or designated expert on the candidacy topic will also complete the rubric. A mean score of 3.0 or higher is required for accepting the thesis for the written comprehensive exam. If the prior thesis does not meet minimum standards, then the student may revise their thesis or conduct a new candidacy project.

Doctoral Comprehensive Examination (Comps Exam)

The comprehensive exam requires students to demonstrate an understanding of discipline-specific knowledge, profession wide competency, and sufficient knowledge in the application of theory and research in a specialized area of psychology. A strong knowledge base and proficiency in these areas is essential for the professional development of school psychology students and progression to the final phases of training (i.e., dissertation and internship).

The comprehensive exam has two components, which are submitted using a Doctoral Comprehensive Form (see Appendix F):

1. **Praxis Exam.** Students will complete the Praxis School Psychologist Exam to demonstrate specific knowledge in important areas of school psychology. This exam should be completed in the second or third year of the program. The program requires students to meet or exceed the passing score set by NASP to become a Nationally Certified School Psychologist. Students who score below this minimum score will be required to re-take the examination. Praxis scores are valid for 10 years. Therefore, if a student has completed the Praxis School Psychologist Exam within 10 years of submitting the Comps Exam Form and can provide the official record of the test score that is at or above the passing score required by the program, the faculty may accept the exam taken prior to enrolling in the program.

2. **Successful completion of the Candidacy paper or equivalent.** The student must successfully defend their candidacy or successfully compete the candidacy CER process.

Students are expected to successfully complete the Comps Exam process in the third year of the program by reporting passing scores in the GRE, PRAXIS, and candidacy to their advisor and the program director using the comps exam form. **If a student fails one portion of the examination, only that portion of the examination must be retaken.** Students must successfully complete the comps exam before being allowed to begin dissertation work, although they can register for dissertation during the semester, they complete the Comps Exam. If a student does not complete the Comps by the end of the third year because they failed a portion of their comprehensive exam, they will receive a deficiency letter. Students may retake the Praxis and GRE multiple times, but if they fail the second defense of their candidacy then they will need to do a new project.

Dissertation

The dissertation cannot begin until the student has passed all three sections of the Doctoral Comprehensive Exam. Every graduate of the program is expected to complete a major research study within the general domain of school psychology under the direction of a dissertation advisor

who is a tenure-track member of the School Psychology faculty. The process for proposing and defending the dissertation is very similar to the candidacy paper. Therefore, this section focuses on unique considerations to the dissertation.

The program requires that the dissertation proposal will be defended **no later than November 1** of the year the student applies for internship and that the data are collected **before the student leaves for the internship year**. Students should be aware that that College policy states students have a 10-year limit to earn the PhD at the University of Houston but that the program considers timely matriculation to require *no more than* eight (8) years for a student who enters without prior graduate credit and seven (7) years for those with graduate credit. These timeline limits include any leave of absence time taken during the program.

The College policies on the completion of a doctoral dissertation are specific and strict and are posted on the UH COE Office of Graduate Studies website (http://www.uh.edu/education/student-services/graduate-office/). **It is the responsibility of students to be aware of the College rules and regulations, including those on doctoral dissertations. Pay particular attention to the deadlines!** Students should also refer to the checklist of program milestones provided in Appendix C.
The following is a step-by-step description of the dissertation process:

Forming a Dissertation Committee. The student should select a tenure track member of the School Psychology faculty to serve as a dissertation chair. The student works with their dissertation chair to identify a general research area, the literature base of this area, and the research questions to be addressed. The student and the dissertation chair identify three other faculty to serve on the student's dissertation committee. Selection of committee members should be based on the nature of the research questions and the methodology adopted. It is important for the committee to consist of individuals who can provide conceptual and methodological support for the student's specific research area. The following guidelines should be followed in establishing a dissertation committee with at least four committee members:

1. The chair or co-chair must be a UH tenure/tenure-track school psychology faculty member.
2. In addition to the chair, one member of the dissertation committee must be tenure/tenure-track school psychology faculty member or an emeritus faculty member of the program.
3. The third member will be a full-time faculty member from the PHLS Department or the COE.
4. The fourth member may or may not hold an appointment in the COE. If they are not part of the UH faculty, the dissertation committee chair will include the member's CV in MyAdvisor for approval along with the rest of the committee.
5. Additional optional members may be appointed to the committee subject to approvals in MyAdvisor, with approvals for any non-UH faculty.

As noted with the candidacy, the student and chair should work together to write a descriptive working title and abstract for the proposal. When determined to be ready by the chair,

the title and abstract should be sent to the committee members who will be asked if they are able to serve on the committee. Once the committee is formed, it must be approved through the MyAdvisor system. Approval from the Dean is needed to formalize the committee by submitting an **Appointment of Dissertation/Thesis Committee form** on MyAdvisor. Changes in a student's dissertation committee must be submitted through MyAdvisor for approval.

Students and their committees should follow the review procedures for preparing proposals described in the candidacy process. Students must take a minimum of 6 credits of dissertation. Dissertation courses are available as 1 credit (PHLS 8199), 3 credits (PHLS 8399), 6 credits (PHLS 8699), or 9 credits (PHLS 8399). Students are encouraged to take 8399 during the semesters they propose and defend. In addition, once students have registered for dissertation hours, they must remain continuously enrolled in a dissertation course (fall and spring semesters) including the semester in which the thesis or dissertation is submitted to, and accepted by, the University. Students can register for one, three, or six hours of dissertation credit per semester. Once the university accepts their dissertation, which requires 6 cumulative dissertation hours, students do not need to enroll in dissertation credit hours any longer.

All School Psychology Ph.D. students must be enrolled the semester they complete their degree requirements. Most students are enrolled in PHLS 8193 "Internship in Psychology "during the fall and spring of their pre-doctoral internship year. If students are enrolled in dissertation hours during the summer they complete their internship, then they do not need to enroll in PHLS 8193 in the summer they complete all degree requirements. If students complete their dissertation prior to completing the pre-doctoral internship, and are completing their internship in the summer, they must enroll in PHLS 8193 "Internship in Psychology" during the summer of your internship year.

In summary, in order to comply with UH continuing registration policy, each term of their internship (fall, spring, and summer), students enroll in: (a) one credit hour of internship and (b) one credit hour of dissertation. If students successfully defend the final dissertation before the beginning or before the completion of their three internship terms, they are exempt from enrolling in dissertation hours during the remaining internship terms, and therefore, must enroll in only one credit of internship per term.

Students will be allowed to receive GTF <u>for a maximum of 2 credits per semester</u> (PHLS 8193 Internship and, if needed, PHLS 8199 Dissertation) and related fees during the three consecutive terms in which they complete their internship training. Students in internship who enroll in more than 2 credits per semester may be charged for the additional credits.

<u>Dissertation Proposal.</u> A preliminary draft of a student's dissertation proposal must be approved by the dissertation committee chair. After this approval is obtained, the student is required to write an abstract that conforms to college guidelines. **When students propose and defend their dissertation, they are required to post an abstract on *My Advisor* that conforms to COE guidelines.** All COE graduate student abstracts for dissertations and theses provide a brief overview of the study in a maximum of 500 words, and do not include citations. On the first line of the abstract page, center the word "Abstract" (no bold, formatting, italics, underlining, or

quotation marks). The abstracts will include the following structure in paragraph form double spaced with no subheadings): Title; Background/Problem Statement; Purpose/Research Questions; Methods (e.g. participants, instruments or sources of data, planned analyses); Results/Findings (final abstract only); and, Conclusion (final abstract only).

The proposal abstract must be approved the COE Graduate Studies office to be distributed electronically to all the faculty members of the COE *at least* two weeks prior to the proposal meeting. Furthermore, a final draft of the student's dissertation proposal must also be submitted to all members of the dissertation committee no less than two weeks prior to the scheduled defense date. Any faculty member from the college can request a full copy of the proposal from the dissertation chair, if desired.

Unlike the candidacy, the dissertation proposal is a public event. Students are expected to present their proposal primarily to members of the dissertation committee. However, observers or visitors may also be in attendance and the committee chair may elect to allow them to ask questions or make comments. The process usually begins with a conference of the committee members during which the student, observers, and visitors are not present. Then the student makes their presentation to the committee and observers, punctuated by questions from the committee and, if allowed by the chair, from the observers. When the presentation and questioning are over, the members of the committee meet privately to approve the proposal as presented, suggest changes, or disapprove the proposal. As with the candidacy, the dissertation chair should complete the rubric in collaboration with the dissertation committee members and review the results with the student after the defense.

The dissertation chair must inform the department chair and dean of the outcome of the proposal defense via MyAdvisor. If a student's proposal is not approved, the student must revise the proposal, or develop a new proposal. If the student's second proposal is not approved, the student may be placed on probation, dismissed from the program, or a Performance Improvement Plan (PIP) may be developed.

Once the proposal is approved, the student must get IRB approval before collecting any data, just as with the candidacy. Students often underestimate the amount of time it takes to develop the proposal, complete the data collection and analyses, and write up the results. Planning is important: keep in mind that faculty appointments typically do NOT include the summer months. This means that faculty are NOT REQUIRED to assist students with dissertation (or candidacy) work during the summer. After data collection and analyses are completed, students write a draft of the dissertation, and this draft must be approved by the dissertation chair before it is distributed to the members of the committee for their review.

Final Dissertation Defense. A preliminary draft of a student's dissertation proposal should be approved by the dissertation committee chair in consultation with the committee prior to scheduling a defense date. After this approval is obtained, the student is required to write an abstract that conforms to college guidelines. All COE graduate student abstracts for dissertations and theses provide a brief overview of the study in a maximum of 500 words, and do not include citations. On the first line of the abstract page, center the word "Abstract" (no bold, formatting,

italics, underlining, or quotation marks). The abstracts will include the following structure in paragraph form double spaced with no subheadings): Title; Background/Problem Statement; Purpose/Research Questions; Methods (e.g. participants, instruments or sources of data, planned analyses); Results/Findings (final abstract only); and, Conclusion (final abstract only).

This abstract must be approved the COE Graduate Studies office to be distributed electronically to all the faculty members of the COE *at least* two weeks prior to the dissertation defense meeting. Furthermore, a final draft of the student's dissertation must be submitted to all members of the dissertation committee no less than two weeks prior to the scheduled defense date. Any faculty member from the college can request a full copy of the proposal from the dissertation chair, if desired.

Like the proposal meeting, the dissertation defense is a public event. Students are expected to present their dissertation primarily to members of the dissertation committee. However, observers or visitors may also be in attendance and the committee chair may elect to allow them to ask questions or make comments. The process mirrors that of the proposal meeting and includes a conference of the committee members, followed by a presentation by the student and questions from the committee. When the presentation and questioning are over, the members of the committee meet privately to approve the dissertation as presented, suggest changes, or disapprove the proposal.

The dissertation chair must indicate the outcome of the dissertation defense via MyAdvisor. If a student's proposal is not approved, the student must revise the proposal, or develop a new proposal. If the student's second proposal defense is not approved, the student may be placed on probation, dismissed from the program, or a Performance Improvement Plan (PIP) may be developed. As with the candidacy, the student and dissertation chair should complete the rubric after the defense.

Please refer to the graduate school policies on dissertation signature page formatting and front matter (http://www.uh.edu/graduate-school/academics/thesis/index). The dissertation chair and student should also complete and discuss the dissertation rubric (Appendix E). This rubric becomes part of the student's annual review uploads. ~~nter the data in the FEGO system.~~

NOTE: Before submitting the final draft of their dissertation to the UH Graduate School, and after any modifications required by the committee at the final defense have been fulfilled and approved by the dissertation chair, the student must schedule a meeting with the COE Office of Graduate Studies to ensure that the manuscript meets UH guidelines.

Students who successfully defend their dissertations (i.e., final defense and satisfactory completion of revisions) prior to starting the pre-doctoral internship may submit their dissertation manuscript before they leave for their internship. However, the date on the signature page should correspond with the date of expected graduation (and not the date of the actual dissertation defense). The graduation date must correspond with the semester in which the student completes the pre-doctoral internship. Students must wait to apply for graduation until the semester in which they will complete their pre-doctoral internship (typically the summer term, because of the year-long internship requirement). However, students who complete their dissertation may petition to

participate in graduation prior to their graduation date (e.g., walk in the graduation ceremony in May when they will graduate the following August).

When submitting their dissertation, all students are expected to select the option to embargo it for a period of up to two years so that it is not considered a published work. This will allow the student to submit their dissertation for publication in a journal or other publication of their choice. If the dissertation is not embargoed, many publication sources will consider it already published. In collaboration with the dissertation chair, the University provides formal procedures to embargo the dissertation. The faculty should strongly encourage every student to submit at least one manuscript for publication based on their dissertation.

Three-Manuscript Dissertation Proposal

General Principles:

1. The three-manuscript dissertation format is optional.
2. A T/TT faculty member affiliated with the School Psychology Ph.D. program must agree to be the chair for the three-manuscript dissertation prior to initiating the process.
3. The three manuscripts must be coherently linked by a unifying theme or program of research in a written proposal by the student that is defended in oral presentation to the dissertation committee following the same timelines and general procedures described in the Program Handbook.
4. In most cases, the doctoral student will serve as the first author on all three manuscripts and a committee member (typically the Chairperson) will serve as the first professional or senior author (depending on preference) on the manuscripts. Exceptions to first authorship may include, for example, situations where students are not actively working to publish the papers, described in the final section of this document. All other co- authorships will be based on substantive scientific contribution to the research (e.g., conceptualization, design, conduct, analysis, interpretation, etc.) and approval of the manuscript prior to submitting for publication. 5. Any other logistics not detailed herein will need to be negotiated between the student and dissertation chairperson, and must conform to the Program Handbook unless approved by the School Psychology Faculty.

Other Considerations:

1. The Candidacy Research Paper, or any other manuscript reflecting research conducted at UH, can be used as one of the three manuscripts if it meets the general principles detailed above and is at least submitted (if not accepted) for publication. The dissertation must include at least two new manuscripts.
2. The manuscripts developed as part of the dissertation can include one empirical manuscript, one scoping review, and one practitioner-oriented publication, for example. Please note that this is merely an example, as all papers need to meet the general principles detailed above and must be discussed with the student and their chair.

Format:

1. The format of each unpublished manuscript will be consistent with APA style and generally aligned with formatting and length expected for publication.

Proposal Phase:

1. Student is expected to provide a written document and cogent presentation that minimally addresses:
   a. Within the overview/chapter 1:
      i. The program of research that is being pursued through the manuscripts;
      ii. The background, significance, and theoretical foundation of the research projects being proposed;
      iii. The potential contributions to science and society the manuscripts are designed to make;
      iv. iv. Implications for practitioners or others
   b. Within the respective three papers/chapters 2, 3, & 4:
      i. The research questions, hypotheses, methods, and data analytic plan being proposed for the manuscripts;

      ii. ii. Anticipated limitations and future directions of each paper that will be included in the discussion sections

In addition to summarizing the written proposal, the presentation should identify appropriate target peer- review journal(s) – with a rationale – for each manuscript.

2. The selection of the targeted peer-review journals for publication will be determined through consultation between the student and advisor. 3. Passing the dissertation proposal defense requires that least a three-fourths positive vote from the dissertation committee, along with passing scores on the Dissertation rubric form.

Defense Phase:

1. Student is expected to provide three submission ready manuscripts and a cogent presentation that minimally addresses:
   a. Within the overview/chapter 1:
      i. Brief overview of the significance of the program of research
   b. Within the respective three papers/chapters 2, 3, & 4,
      i. The research questions, hypotheses, methods, and data analytic plan being proposed for the manuscripts; and
   c. Anticipated limitations and future directions of each paper that will be included in the discussion sections; Within the summary/chapter 5:
      i. Results and discussion of the data across all three studies; ii. Limitations of the research findings across all three studies; iii. Overarching contributions to science and society; and iv. Potential next steps for this program of research. 2. Passing the dissertation defense requires the completion of the Dissertation Evaluation Form

and a three-fourths positive vote of the dissertation committee, along with passing scores on the Dissertation rubric form.

Publication Phase:

1. All unpublished manuscripts need to be responsive to the committee's feedback during the defense phase prior to being submitted for publication.

2. The dissertation is officially signed off on after steps 1 – 2 of the publication phase are completed.

3. Should a manuscript not be accepted for publication, the student will work with the senior author to identify an appropriate peer-reviewed journal to submit the revised manuscript. If the paper is not yet accepted for publication 18 months after the defense, and the student is not actively working on the manuscript, control of the paper will revert to the dissertation committee chair.

Other Research/Scholarship Activities

The program expects that all students will engage in research/scholarship experiences beyond the required candidacy paper and dissertation. Presentations and publications incrementally increase the chances for a successful APA/APPIC internship placement. Whenever possible, students should take advantage of opportunities to present their research on campus, such as the research symposium organized by groups from the COE, when possible. In addition, students are expected to submit proposals for posters, papers, symposia and workshops to relevant national and international regional and state psychology, school psychology and education meetings, and to submit articles and/or chapters for consideration in professional newsletters, peer- reviewed journals, and books. These submissions may be individual or collaborative in nature (i.e., with other doctoral students and/or faculty).

All students should obtain approval for prospective presentations and paper projects from their advisors, even if their advisors are not authors on the presentation/paper. For those interested in future careers in academia these submissions are critical to be competitive in the academic marketplace, and multiple presentations and several publications in a peer-reviewed journal by the time the Ph.D. is completed should be considered the minimum necessary for serious consideration as an assistant professor at major research universities. Students should always ask their research chairs, and the members of their candidacy and dissertation committees, whether they wish to be included as authors on any presentations or publications students may submit that are related to their candidacy or dissertation projects. This is more than a matter of courtesy; this practice is consistent professional research ethics as indicated in the APA Code of Ethics (APA, 2010).

Student Research Travel Grants. The COE and the PHLS Department supports student poster, paper, and symposia presentations at international, national, and state conferences through a limited number of PHLS Graduate Student Research Support Awards. The PHLS Department

also has a competitive process for supporting peer-reviewed research presentations at major national or international conferences. The amount of the award will vary based on funding availability. This application has two deadlines per year, and information may be found on the website and will be distributed by PHLS leadership and the program director.

Pre-Practicum, Practicum, and Internship

Practice Competencies. The pre-practicum, practicum, and internship sequence is hierarchical and graded in complexity. It is intended to complement the program's scientific training components and provide opportunities for students to obtain exposure, experience, and entry-level expertise in professionally supervised clinical service delivery through multiple placements, culminating with the pre-doctoral internship (See Appendix G for the Practicum and Internship Competency Evaluation form; PICE). We feel extremely fortunate to be located in the growing Houston metro area because the staff working at and clientele served at each site represent the pervasive and remarkable diversity of Houston, and because of this we enjoy an abundance of exceptional training sites and highly competent supervisors.

Each year the School and Counseling Psychology programs in PHLS collaborate to identify appropriate sites that take student trainees. This information is published in the annual *Practicum Handbook*, which is made available to all School and Counseling students and their faculty. Sites may be added to or deleted from the list of potential sites provided in this Handbook at any time, so the listing should be considered a "work in progress."

Practicum Sequence. The practicum sequence begins in the first year with a semester-long Interprofessional Pre-Practicum Rotation (IPP), followed by a semester-long Integrated Assessment Practicum (IAP). In the second year, students without prior degrees take a year-long School Psychology Practicum (SP), usually followed by the LSSP internship (LSSP-I), then Advanced Practica (AP). However, students may choose to do their AP before the LSSP-I, if this is more consistent with their career goals; this decision should be made in collaboration with the advisor. The IAP, SP, and LSSP-I may be waived for students who have completed comparable practica elsewhere, and who can demonstrate appropriate competencies. These students take at least two years of Advanced Practicum (AP). All students must complete a full year of pre-doctoral internship. An overview of our pre-practicum and practicum courses follows.

1) *Inter-professional Pre-Practicum Rotation (IPP) (PHLS 7193)*

- All first-year students will spend approximately one day at each scheduled setting depending on site availability and scheduling.
- The intent is broad <u>exposure</u> to other professions, procedures, settings, populations, and problems, and to establish the groundwork for greater future inter-professional collaboration across professions, as well as networking.
- Several of the IPP rotation sites are also Advanced Practicum sites that students may apply to for placement in subsequent years.
- Students' role is primarily observation, and they can provide input <u>only</u> if asked for by staff and <u>never</u> in front of clients, parents, advocates, etc.

- Students may attend meetings, intakes, supervision, training at the site, and are required to attend twice-monthly supervision meetings on campus with the university supervisor (i.e., professional seminar instructor) to process their IPP exposure.
- Supervision is provided by an appropriately credentialed university faculty member.

2) *Integrated Assessment Practicum (IAP) (PHLS 7193)*

- IAP is for all first-year students and has the goal of developing competency in integrating standardized, norm-referenced assessment and curriculum-based assessment.
- The intent is to increase competency in conducting a full psychoeducational evaluation that thoughtfully and critically considers and integrates data from norm-referenced cognitive and academic achievement measures with curriculum-based measurements such as reading, math, writing, and spelling probes.
- Students also provide their first case conceptualization presentations in the class. This includes all data collected for their cases, as well as diagnostic and classification decisions and intervention recommendations.
- Students must also demonstrate entry-level skills in federal and state special education legal requirements, including eligibility and disability identification processes, guidelines, and timelines.
- Supervision is provided by an appropriately credentialed university faculty member.

3) *School Psychology Practicum (SP) (PHLS 7393)*

- SP is required for students who have not satisfactorily completed a school psychology practicum while enrolled in another school psychology program, or who have completed a prior school psychology practicum, but who lack necessary professional or personal competencies to deliver school psychological services in public school settings.
- The intent is to develop competency in integrating and reporting assessment results; in delivering individual and group counseling services; and in consulting with parents, teachers, school ARD and IEP teams, and relevant others.
- The SP student attends all site-required meetings and trainings, as well as biweekly university meetings.
- Site supervisors must be licensed specialists in school psychology (LSPs) or Nationally Certified School Psychologists.
- Site supervisors complete a uniform competency-based evaluation (PICE) each semester that is provided to the faculty supervisor, and students complete an evaluation of the supervisor and an evaluation of the site.
- Supervision is provided by an appropriately credentialed university faculty member who is the instructor of PHLS 7393.

4) Licensed Specialist in School Psychology Internship (LSSP Internship) (PHLS 7393) ○ LSSP Internship is required for students who have not satisfactorily completed an internship while enrolled in another school psychology program, or who have completed a prior internship, but who lack necessary professional or personal competencies to deliver school psychological services in public school settings.

- The intent is to develop competency in integrating and reporting assessment results; in delivering individual and group counseling services; and in consulting with parents, teachers, school ARD and IEP teams, and relevant others.
- The LSSP student attends all site-required meetings and trainings, as well as twice-monthly university meetings.
- Site supervisors must be licensed school psychologist (LSPs)
- Site supervisors complete a uniform competency-based evaluation (PICE) each semester that is provided to the faculty supervisor, and students complete an evaluation of the supervisor and an evaluation of the site.
- Supervision is provided by an appropriately credentialed university faculty member who is the instructor of PHLS 7393.

5) *Advanced Practicum (AP) (PHLS 8393)*

- AP is for students who have completed at least the IPP Rotation, the IAP and the SP, or who have completed SP equivalent practica and have demonstrated some entry-level professional practice and personal competencies.
- The intent is to deliver evidence-based psychological services under the supervision of a licensed psychologist to prepare students for increasingly more autonomous, supervised service delivery during their pre-doctoral internship year.
- In addition to face-face supervision with a site-based licensed psychologist, students also attend staff meetings, intakes, group supervision, and training at the site. During twice- monthly faculty supervision meetings on campus, AP students are required to present theory-driven case conceptualizations that inform evidence-based intervention recommendations and discuss relevant diversity, ethical, legal, and professional issues. University faculty and site supervisors communicate regularly with each other, with face- face scheduled as needed. Site supervisors complete a uniform competency-based evaluation (PICE) each semester that is provided to the faculty supervisor, and students complete an evaluation of the supervisor and an evaluation of the site.
- Supervision is provided by an appropriately credentialed university faculty member who is the instructor of PHLS 8393.

6) *Summer Advanced Practicum*

Practicum in the summer. Practicum placements may follow or precede the nine-month academic calendar that runs from mid-August through mid-May. Students entering their first AP in the Fall semester may enroll in or begin AP in the summer after discussion with the faculty supervisor, program director, and advisor, prior to the student discussing with the site supervisor. To be able to claim credit for practicum hours, students must be concurrently registered for credit hours appropriate to the nature of the field experience. **It is critical to note that failure to register for a practicum course while at a practicum site is increasingly being interpreted by psychology licensing boards as "practicing psychology without a license," a situation that may generate legal and ethical consequences and may affect one's ability to become licensed in the future**. Furthermore, the Association of Psychology Postdoctoral Internship Centers

(APPIC) guidelines only consider practicum hours that are accrued while registered for a practicum course.

Please recognize that this is a very serious issue and one for which students must take responsibility. Psychology licensing boards are likely to ask students to document practicum experiences they had during graduate school. If students list summer experiences and did not register for them as a course, a licensing board may be concerned that they student may have practiced psychology without a license, which is a very serious offense.

7) *Practicum Hours Between Semesters*

1. Students who intend to keep working at their practicum sites involving student/client contact past the posted last day of the semester should seek approval from their practicum class instructor and site supervisor. Please document the request in an email.
2. The practicum supervisor will assign a grade of "incomplete" if this continues past the date grades are due.
3. By the start of the next semester, students need to either complete their work at their practicum site or enroll in a practicum class.
4. By the first day of the semester, the practicum instructor who assigned the incomplete will change the incomplete to a grade.

Approval of APPIC Hours

The School Psychology Ph.D. Program faculty appreciate the need for students to maximize their appeal to internship sites. The number, variety, and quality of hours are important considerations for APPIC sites. We want all students to get credit for all reasonable training hours. Historically, we have only counted hours from approved practicum placements in the context of practicum courses. Recently we have voted as a faculty to relax this requirement, which has created some uncertainty about what hours can be counted toward APPIC applications. This section outlines some considerations, policies, and procedures that apply to counting practicum hours.

Some important background considerations:

- Program directors need to approve hours for APPIC and negligence in this approval process could harm the student's or program's participation in APPIC.
- The American Psychological Association has minimum standards of supervision that apply to hours. Failure to abide by these standards can threaten program accreditation.
- We have a very strong supervision system in place for the School, LSSP, and Advanced Practicum placements during the academic year.
- Special considerations apply to summer practicum experiences that are not part of the approved practicum structure.
- A site may be approved but a program at that site, such as a summer program, might not be approved.

- Some research assistantship and teaching opportunities can be approved for APPIC hours. These need to be approved on a case-by-case basis with letters submitted by the student and a faculty sponsor.

Policy for approval of hours in School, LSSP, or Advanced Practicum Placements.

1) Faculty must approve practicum placements prior students applying to a placement. Written requests for approval to apply to practicum sites will be submitted each spring. Students must complete requests using a standardized form sent with the request. Well before the practicum fair, students should meet with their advisor to discuss promising practicum placements. Usually, students can apply for sites approved by their advisor immediately after the practicum fair. If sites have deadlines earlier then the practicum fair, the students should contact their advisor, who will confer with the other program faculty about making an application earlier then the practicum fair.
2) Students must be enrolled in a practicum class when hours are accrued, and only the hours reported to the practicum supervisor may be counted.

Policy for approval of hours for summer practicum placements.

1) If an approved practicum site offers hours during the summer that are similar to those during the previous academic year where the student was placed, students may continue to accrue hours as long as they are enrolled in a summer practicum course. These hours are reported to the summer practicum supervisor.
2) Students may participate in approved summer practicum experiences if they apply during the annual solicitation of practicum placements, are approved by the faculty to apply to the site, and enroll in a summer practicum course. These hours are reported to the summer practicum supervisor.
3) Novel sites that are not previously approved will need to be approved by the faculty according to procedures specified in the program manual. This may take months to complete. Approval is not guaranteed, and students should plan far in advance. Once the site is approved, it will be subject to step #2 above.

Policy for hours that are not part of an approved practicum placement.

1) Some students may engage in activities that do not qualify as a practicum placement, but they may accrue hours appropriate for APPIC applications (e.g., program evaluation, assessments, or applied activities during research studies).
2) To count toward APPIC, these hours must be supervised and signed off by a licensed psychologist
3) These hours cannot be counted until approved by the program director (i.e., hours will not be approved retrospectively).
4) Students may seek approval by writing a letter describing the activity, supervision type and frequency, qualifications of supervisors, and other pertinent details such as the APPIC category of hours sought for approval. This letter should be reviewed a co-signed by a faculty sponsor. Critical to the success of applications will be making sure that the

supervisor is qualified, that supervision is appropriate to the hours sought, and supervision plan is faithfully followed.

5) If these hours accrued outside of the usual practicum structure are approved, the student must report the hours to the program director at the end of the fall, spring, or summer semesters, as appropriate. These reports must state that the integrity of supervision was maintained according to the approved plan during the reporting period and document any deviations from the original plan. The program director has the final say in approving these hours and may decline to approve these hours on APPIC applications.

Important Points to Remember About Practicum and Internship

Current student professional practice liability insurance ($1,000,000/$3,000,000 coverage is the minimum requirement) must be obtained before students begin the IPP Rotation and must be maintained throughout the program (i.e., during SP, AP, and the pre-doctoral internship). Inexpensive student professional practice liability insurance is available from various companies (e.g., The Trust, American Professional Agency, Inc.). A copy of the cover page that indicates that students have current liability insurance must be submitted to the IPP, SP, and AP faculty supervisors before students may begin their pre-practicum rotation or practicum. Furthermore, students are required to maintain personal health insurance throughout the entire time they participate in practicum experiences.

Professional Conduct in Practicum and Internship

Any student who is prohibited from face-face client contact or who is dismissed from a practicum for any reason must immediately notify the faculty practicum supervisor and their advisor. Program faculty will then inform the student about the consequences of this action, consistent with the due process policies stated in this Handbook.

Please refer to the Practicum/Internship Competency Evaluation (PICE) form and the profession-wide competencies section of this Handbook as a guide to proper department and professional conduct. In addition, students must abide by the most current APA's Ethical Principles for Psychologists, the most current National Association of School Psychologists Principles for Professional Ethics, and the Texas State Board of Examiners of Psychologists Psychology (TSBEP) Current Acts and Rules of the Board. Failure to do so may result in possible failure of the practicum, development of a Performance Improvement Plan (PIP), and/or dismissal from the program. If it is determined that failure of the practicum course is necessary, the student will be required to repeat the course after remedial deficiencies have been addressed to the satisfaction of the faculty.

Students should refer to themselves as a "School Psychology Practicum Student" in all meetings with practicum agency personnel and clients and indicate this title on all reports and written correspondence; they must also indicate that they are working under supervision. This requirement applies to all Ph.D. students, *even if a student possesses one or more professional licenses or credentials*. All reports or official documents must be co-signed by the site supervisor.

Students must also inform the university supervisor(s) of all practicum activities in which they become engaged.

Please be aware that some sites, including first semester IPP sites, may require a criminal background check. Should students have any concerns, they should consult with the program director as soon as possible.

Communication Between Doctoral Programs and Practicum and Internship Sites

Communication between doctoral training programs and practicum and internship sites is of critical importance to the overall development of competent new psychologists. Although internship and practicum supervisors assess student performance during the year, **the doctoral program is ultimately responsible for evaluation of the student's readiness for graduation and entrance into the profession**. Therefore, evaluative communication must occur between the training partners.

Given this partnership, our training program has adopted the following practices:

1) All sites must be formally approved by the faculty prior to applying, and the student should consult with their advisor prior to contacting any sites.
2) All students are advised that communication between the university supervisor and/or program director and the practicum or internship site supervisor will occur.
3) Once a student has been matched with a practicum/internship site, university and site supervisors will communicate about the specific training needs of the student, so that the practicum/internship supervisor has sufficient information to make training decisions to enhance the individual student's development. The program director or practicum coordinator should make sure that there is an up-to-date practicum agreement that is approved by UH and the practicum sponsoring organization.
4) During the practicum and the internship years, the supervisors will communicate as necessary to evaluate the student or intern's development. This will include a minimum of two formal evaluations (one at mid-year and one at the end of the year), and may also include regular formal (written) or informal communication. For practicum students, the university supervisor may also make one or more site visits per year.
5) If problems emerge during the practicum and/or internship year, (e.g., a practicum student or intern fails to make expected progress and is barred from face-face client contact, other serious restrictions are imposed, breaches of ethical or professional conduct are revealed, or criminal activity is alleged or uncovered), the practicum and/or internship program supervisors and/or the program director will communicate and document the concerns and the planned action(s) to be taken to address those concerns, including appropriate deadlines. The policies for resolution of training concerns for the two programs will be considered in developing the necessary remediation plans, or other actions. Progress toward the required remediation activities must be documented by the student and that information will be communicated to the university supervisor and program director.

Practicum Supervisor Responsibilities

For the IPP, students will be supervised by a program faculty instructor, who must be a licensed psychologist (LP) and/or doctoral-level LSSP. Site supervisors will organize and oversee your activities during your one-day rotation and must possess the highest credentials for the relevant profession. For the SP, the UH faculty supervisor must be a licensed psychologist (LP) and/or a doctoral-level licensed specialist in school psychology (LSSP), and the site supervisor must possess either the LSSP, the LP, or both. For the AP, both the AP supervisors and the University supervisor must have a doctorate in psychology and should be LPs, except in unusual circumstances (e.g., the site offers unusual opportunities that are not readily obtained at a different site). Under some circumstances (e.g., an on-campus clinic), the university supervisor may also serve as the site supervisor, with administrative supervision provided by the site administrator. In these cases, however, the site supervisor must hold a doctoral degree in psychology and be a licensed psychologist (LP).

The university supervisor(s) should provide ongoing supervision/coordination through at least twice-monthly meetings for the SP and AP sequences. It is the university supervisor's responsibility to ensure that your practicum experiences and expectations are reasonable given your level of experience, and to assist you in integrating the applied experiences with coursework and student research interests. To ensure that your progress at practicum is hierarchical and increasing in complexity, the university supervisor and the practicum supervisor will maintain regular two-way contact, as needed, throughout your practicum experience. Your university supervisor may also visit in person with your site supervisor, as needed.

The site supervisor should provide weekly face-to-face supervision for a minimum of one hour per week. Because site supervisors are commonly very busy, it is the student's responsibility to ensure that any missed supervision meetings are rescheduled as promptly as possible. Site supervisors will complete an evaluation of student performance at the completion of each semester of practicum. These evaluations must be submitted to the university supervisor in a timely fashion for the student to receive a grade. All pre-practicum and practicum grades will be assigned on a letter grade basis. The site supervisor will be in regular contact with the university supervisor to ensure that your competencies are developing as intended.

Practicum Student Responsibilities

Students are responsible for investigating and rank ordering possible practicum sites. ***No later than the second week*** of the semester prior to the proposed start of the practicum (usually mid-January), you should discuss potential practicum sites with your advisor. Afterwards, you should complete the practicum application form (see Appendix H) distributed and submit it to your faculty advisor**.** The faculty advisor will approve of up to three sites to apply to. ***Following advisor approval***, students should contact the proposed sites to arrange interviews. Please note that you cannot begin a practicum assignment if you are not registered for the appropriate practicum course.

There are **three** types of documentation for SP, LSSP Internship, and AP placements that should be completed and submitted to your faculty supervisor before you begin a placement. This includes: (a) a copy of the cover page of your current student liability insurance, (b) proof of health insurance, and (c) the practicum agreement signed by you and the site supervisor (SPLA or APLA). The agreement typically includes: names of supervisors, contact information, a list of responsibilities and the percentage of time dedicated to each, other expectations, a schedule for supervision, and starting and ending dates. These documents should be uploaded to Blackboard.

While participating in practica, you should record hours and activities using a designated timesheet format. Because this level of record keeping is critical to your internship application, documenting all field experiences while in the program should be taken very seriously and steadfastly adhered to.

Practicum agreements and the need for direct supervision. The new APA Standards of Accreditation requires that students must be directly observed by their site supervisor, however, the APA does not provide explicit guidance on how to accomplish this. The minimum expectation is that students need to be observed at least once per semester, but not in every activity. Video recording is preferred, but the APA recognizes that there are many situations where video recording is not feasible or appropriate for the setting, clientele, or nature of the interaction. Participation in a Response to Intervention (RTI) child study team, IEP meeting, or another consultation situation where the supervisor could be physically present to observe the student and address the Communication and Interpersonal, Professional Values and Attitudes, Ethics and potentially other competencies (e.g., Consultation, Assessment, Intervention) is an option. Other creative solutions can be attempted, if approved by the UH faculty supervisor in consultation with the program director.

Given the flexibility of ways of meeting the requirement for direct supervision, this requirement will need to be addressed on a site by site basis. Starting in 2017, the School Practicum and Advanced Practicum Letter of Agreement needs to include a section describing the direct supervision plan. Thus, the practicum agreements should include the following sections:

a) Goals and content of the Practicum or Advanced Practicum
b) The expectations for the quality and quantity of work
c) Expectations for the nature of experiences
d) Expectations for site supervision, including direct supervision

A template for the practicum agreement is provided in Appendix I. ***It is very important that at the end of the semester, there is documentation in the practicum log that a direct observation took place as planned in the agreement, or explain any modifications. Please plan the direct observation with your site supervisor accordingly.***

The program uses a specific process for assessing and approving new practicum sites. Please see the description in Appendix J for how this occurs and what students should do if they would like to suggest a new practicum site to the program faculty for consideration.

Tracking Practicum and Internship Hours

It is very important for students and program faculty to have *permanent, accurate, and detailed* records of practicum and internship hours. You can expect to be asked to provide this information about your training at several points in your professional career. For instance, the APPIC internship application asks for extensive information about your prior training. Likewise, when you apply for licensure, many states' applications require a precise accounting of your practicum and internship training in specific areas.

For this reason, students are expected to track their hours in training experiences throughout their tenure in the program. Practicum hours include all cases and activities you engage in while enrolled for practicum hours. Your practicum supervisor should sign your weekly and final count of hours during weekly supervisions sessions, if possible. Final counts of hours spent at each practicum are placed in your student file. You should also upload a copy to Blackboard and keep a copy for your records. Students in this program generally use Time2Track, which facilitates direct entry of hours into the AAPI pre-doctoral internship application. *The following sections provide information that may be helpful as you record your hours, however, this information should not be considered exhaustive and may not align with every practicum placement or tracking program available*.

Tracking Practicum/Internship: Category Definitions and Instructions

Practicum and internship hours must be accurately categorized and tracked. The categories and definitions that follow are designed to allow you to track your time in a manner that allows you to readily document the types of experiences you have had when filling out the APPIC Internship Applications, or applying for licensure later in your career. These are sample categories

Counting Hours

For tracking purposes, "hours" refers to actual clock hours, not semester/quarter hours. You should round time to the half hour. For example, if you consulted with a teacher for 45 minutes, you would count this as one hour in the "Case-centered Consultation" cell for that week (entry ID on the sheet). You should enter each clock hour *one time only.*

Hours and Individuals

In the "Hours" cells, you should count actual clock hours. In the "Individuals" cell, you should record how many clients your time was divided among. For example, if you did a one-hour Anger Coping Group at an elementary school that included 6 children, you would record a "1" in the hours column for Group Therapy/School-Age/Hours and a "6" in the "Individuals" column.

Family Therapy

Traditional family therapy is included in this category, as well as activities such as work with parents and their child to develop a home/school note system, parent behavior management training, or parent-child interaction training (PCIT).

Parent Consultation

Code parent consultation when you meet with parents, but do not include the child in your work. This category should also be used to code sessions with parents that grow out of assessment cases (e.g., reporting test results, treatment planning).

Case-Centered Consultation

Code "case-centered consultation" when you are working with a caregiver (that is not a parent) to improve a client's functioning in the setting where the caregiver works (e.g., a teacher in a school, or a mentor in community agency). Also code conjoint behavioral consultation in this category.

Case-Based Support Activities

Record the amount of time spent completing activities that support or emerge from the provision of health services to specific clients. Examples of activities that fit here include writing case notes, reading client files and documentation, consulting with other professionals about a case, researching a particular treatment or disorder (with reference to a specific client), and planning interventions.

Assessment

Hours recorded in the "Behavioral Assessment" section include classroom observations, functional behavioral assessments (FBAs), home observations, and observations in other settings (e.g., playground, clinic). Hours recorded in the "Psycho-educational" category include psycho-diagnostic test administration, interpretation, scoring, and report writing. Hours obtained during the assessment block can and should be counted.

Prevention

Record hours in this category where time is spent developing or implementing programs that focus on primary or secondary prevention. For example, attending school-based assistance team meetings where pre-referral interventions for several children are discussed would be coded in this category. Other examples of prevention activities are developing a school-wide anti-bullying program, developing a crisis intervention plan for a school, working with a group of teachers to address the needs of second language learners in the classroom, or teaching a class for parents in successful homework strategies.

Other Interventions

Code hours spent in intervention-based activity that does not fit in other categories. For example, time spent in crisis intervention activities at a school would be coded here (e.g., informing students, staff, and parents of the death of a student).

Supervision of Other Students/Staff

Code hours spent functioning as the supervisor to less advanced students. Do not count hours spent in group supervision with peers here.

Teaching

Include only actual class time.

Consultation with Organizations/Systems Intervention

Code hours spent in consultation that is not client-focused here. (If your time was spent in reference to a specific client, code your hours in ID above.) Examples of activities that might be coded in this category include time spent helping teachers interpret group test results, meeting with a principal to discuss handling of disciplinary incidents in the school, or showing a teacher how to use curriculum-based measurement. Also code in-service presentations that you make here.

Program Evaluation/Outcome Assessment

Code time spent helping an organization evaluate outcomes here. Activities in this category could include time spent developing, coding, and analyzing a survey regarding teacher views of inclusion; assisting a school in developing a plan to evaluate a new reading program; or developing and implementing an accountability system for summarizing activities of a psychological services unit. NOTE: Student's wishing to claim, for example Program Evaluation hours when taking the PHLS Program Evaluation class be registered in in a practicum class to claim these hours, and that a letter requesting the desire to claim these hours must be approved and signed by program director prior to accruing the hours.

Other Professional Experience

Code time spent in other activities that constitute professional experience here. Hours coded here should be for activities that do not fit any of the categories above, but could still be considered some form of professional activity that enhances training or functioning. For example, attending a staff meeting could be coded here. Time spent documenting services (such as filling out this timesheet) would also be coded here. Time spent traveling between schools is not accrued professional time and would not be counted here. Professional conference session attendance can also be included under this category (i.e. NASP Annual Meeting session).

Supervision

One-to-one supervision hours should be coded for regularly scheduled, face-to-face individual supervision with the specific intent of overseeing the psychological services rendered by the student. Hours recorded for Group Supervision should be actual hours of group focus on specific cases. Many group supervision sessions combine supervision with didactic and support activities. If this is the case for your group supervision time, count the didactic portions under the Continuing Education category below and case-focused discussions in this category.

Continuing Education

Code time spent in training and other educational experiences here. This category includes time spent in an orientation to a new site, workshops, grand rounds, lectures, and didactic supervision experiences (e.g., presentation on bilingual assessment during group supervision). If you can link your continuing education experience to the needs of a specific client, the hours should be coded in Case-Based Support Activities above.

Other

Code time spent on practicum that does not constitute professional experience here, but counts toward your total clock hours on a site. An example of an activity that might be coded here is time spent traveling between schools. Do not count travel to your site, only between sites during the day.

Internship

The internship can occur only after students have: (a) completed all course requirements, (b) defended their dissertation proposal, and (c) have a plan to collect all dissertation data. Data from psychology doctoral programs indicate that this requirement reduces significantly the length of one's graduate student career and increases the probability that one will eventually graduate. If you do not complete your data collection prior to leaving for internship, the student will receive a deficiency letter and be required to develop a feasible plan for completing the data collection before mid-year of the internship. Furthermore, students are strongly encouraged to submit a complete draft of their dissertation prior to beginning their internships.

Applying to APA-accredited internship sites typically involves meeting a November 1 deadline. All APA-accredited internships listed through APPIC can be reviewed at the APPIC website. This means that students must have advanced to Doctoral Candidacy (i.e., completed candidacy research, passed both sections of the comps exams (GRE Psychology exam, PRAXIS), and successfully defended a dissertation proposal) by November 1 of the year during which they plan to apply for internship. If that date is not possible, the student should meet with the advisor to discuss the various ways in which the student may use the additional year to become an increasingly strong intern candidate the following year. Completing the defense by November 1 contributes significantly to the faculty's capacity to write the strongest, most favorable letters of recommendation, a scenario made possible only if faculty can unequivocally state that a student has his or her proposal approved, and will have data collected, before beginning internship.

Required Pre-doctoral Internship. To graduate, in addition to demonstrating all professional and personal competencies and completing required coursework and other program requirements, all students must complete an approved full-time, year-long pre-doctoral internship. This may be completed in a variety of settings, including school, hospital, clinic, community mental health. It is important for students to note that the pre-doctoral internship is NOT the same as the LSSP Internship, which must be completed in public schools. The LSSP Internship is required of all students who do not enter the program with the LSSP. Students may opt to complete the 600-hour LSSP Internship at any point following their School Psychology Practicum (i.e., during the third or subsequent year of study). The only exception to this is if students complete their pre-doctoral internship in a public school setting, in which case requirements for the LSSP Internship are concurrently met. This 600-hour school-based internship is a requirement of NASP Approval and eligibility to become a Nationally Certified School Psychologist.

Approved pre-doctoral internships include those accredited by the APA, listed with the Association of Psychology Postdoctoral and Internship Centers (APPIC), and school-based internships that meet the Council of Directors of School Psychology Programs (CDSPP)

guidelines. Completion of a pre-doctoral internship is a prerequisite for doctoral level licensure as a psychologist in Texas and most other states (note that the number of required pre-doctoral internship hours can vary from 1500-2000 hours from state to state). As is the case with other doctoral level professions (e.g., medicine, law), the doctoral level license authorizes licensed psychologists to practice independently within their areas of competency, regardless of setting. Like graduation from an APA-accredited professional psychology program, completion of an APA-accredited pre-doctoral internship is becoming an increasingly important quality indicator to licensing boards, employers, post-doctoral fellowship decision-makers, accreditors, and third-party payers (e.g., health insurance carriers).

We strongly encourage all of our students to apply for APA-accredited internships through the process known as the Match. The Match process is very competitive and a successful match can never be guaranteed, however, our students consistently exceed the national average match rate. If students do not match with an APA-accredited site, students may be able to complete non-accredited pre- doctoral internships in area school districts, as long as those sites meet the criteria established by the program and aligned with the APA Standards of Accreditation (see Appendix K for details). Alternatively, students may choose to reapply for the Match the following year, after discussing options with their advisor and the program director. Students who do not match with an APA-accredited site for two years are required to complete internships that meet the program's requirements (See Appendix K). Completion of a non-accredited internship meets the program's internship requirement and currently meets licensure requirements in Texas, although those requirements may change in the future. Whether non-accredited internships meet licensure requirements in other states depends on the requirements of licensing boards in other states, and these also may change over time. The program recommends students complete APA-accredited internships to ensure ease of licensure across jurisdictions and cannot guarantee eligibility for licensure in cases where a non-internship is completed.

During the internship year, students are expected to enroll in PHLS 8391 Internship (1 credit hour) for the Fall, Spring, and Summer semesters in order to comply with the UH continuing registration policy. Additionally, if students have not defended their dissertation by the time they start their internship, they will be required to enroll in one credit of dissertation, PHLS 8199, until they have defended their dissertation. Enrollment in zero credits during the Summer of internship is not allowed. Students are expected to graduate in the Summer term in which they complete their internship. A student who has not submitted the dissertation by the end of the internship program will need to continue to enroll in at least 1 credit hour of dissertation in subsequent semesters and may not be covered by the GTF.

4. STUDENT ADVISING, "TWO C" RULE, ANNUAL REVIEW, ENROLLMENT, LEAVE, GRIEVANCE & DISMISSAL POLICIES

This section describes the ways in which the program monitors and evaluates student progress. Also described are current policies regarding requests for leaves of absence and time extensions, as well as information about due process around dismissal and formal grievance procedures.

Advising & Valid Contact Information

The student's relationship with his or her academic advisor is one of the primary means by which the program monitors and facilitates student progress through the program and professional and personal competency development. Students are expected to maintain regular contact with their advisors throughout their matriculation, keep their advisors apprised of any problems or concerns that may affect their academic work, complete degree plans in close consultation with their advisors, and seek their advisor's consultation and assistance as appropriate. No student should withdraw from a course (i.e., obtain a grade of "W") without the approval of his/her advisor.

The student's assigned UH email address is the official address to which all UH, COE, PHLS, and program communications will be delivered. It is the student's responsibility to ensure that they are receiving such information, and to ensure that they receive email communication from the program and university. The UH email address is an alias. Be sure to set up forwarding to your personal email account. Do not use yahoo accounts.

In addition, students must provide their advisors with ONE additional valid e-mail address, a valid mailing address, and a valid telephone number that will enable the advisor to reliably contact the student. Students must also provide and maintain a valid e-mail address for the School Psychology LISTSERV. Failure to maintain valid contact information is a serious issue since the faculty must be able to have confidence that time-sensitive and/or important information will be delivered to the student and responded to in timely fashion. Failure to respond to faculty e-mails, letters or phone calls in timely fashion is a serious issue that will jeopardize a student's continuation in the program.

Withdrawing from a course; the "Two C" rule. The advisor's approval must be obtained before a student attempts to withdraw from or drop a course, or attempts to deviate from the student's degree plan. The curriculum is carefully organized, and is sequential and graded in complexity to facilitate acquisition of the needed competencies. Withdrawing from a course or deviating from the degree plan may have serious consequences that may affect the student's competency development and/or timely matriculation through the program.

UH policy allows a student to obtain four grades of "C" or lower before a student is dismissed from the University. *However, to help ensure the integrity and high standards of this nationally accredited program, the program faculty have adopted a "Two C" rule*. Thus, program students who obtain two grades of C will be dismissed from the program, although they may explore other options for continued graduate study within the university. Students who earn a C in any course may receive a Skill- Building Support Plan (SBSP) to ensure that the student develops the competencies that are the focus of that particular course. This plan will be developed by the student's advisor in collaboration with program faculty. It will be then presented to the student who will have the opportunity to suggest edits prior to agreeing to the plan. Documentation of the plan and its completion will be included in the student's permanent file.

Students must complete their **Doctoral Degree Plan** during their first year in the program and file the form on MyAdvisor. Any change to the Degree Plan must be approved by the advisor before the student files a **Change of Doctoral Degree Plan**. This degree plan should include all

credit hours planned, and add up to at least 113 credit hours. Grades can be added to the plan as they are completed, and a file with the degree plan and grades should be uploaded to the file students create annually as part of the annual review process.

With rare exception, a student's academic advisor will also serve as the primary research supervisor, mentor, and candidacy and dissertation chair. Upon admission to the program, all students are assigned a primary faculty advisor. The initial assignment of an academic advisor takes into account current faculty advising loads, the consistency of research interests between the student and the faculty member, and a variety of other factors. Although an effort is made to match students with faculty members who may share their research interests, students may change their advisors if such a change can support the student's academic progress and research goals.

Students changing advisors. The faculty recognize that it is not realistic to expect that all advisor- advisee assignments will develop into mutually beneficial relationships. Thus, reassignment of advisees can occur, but such reassignments should be carefully considered. The program director should be informed when an alternate faculty member has agreed to accept this responsibility (NOTE: faculty members are <u>not required</u> to accept a student as an advisee in such cases). Once this reassignment has been approved, the student must complete and submit a **Request for Change of Advisor Form** on MyAdvisor so that this change is officially recognized. If the student's efforts in soliciting another faculty member to serve as advisor/research director are unsuccessful, the student's current advisor should bring this matter to a subsequent program faculty meeting for discussion/resolution. The student's current advisor continues serving in this capacity until another faculty member in the program agrees to accept the student as a new advisee. In the event that none of the faculty are willing to accept the student as an advisee, the faculty will by vote appoint an advisor on a time limited basis. A letter summarizing this process will be sent to the student by the past advisor and a copy of this letter will be placed in the student’s permanent file in the department office.

Faculty changing advisees. Should there be a history of difficulty in the faculty-advisee relationship surrounding a mismatch in research interests, personal working styles, or other issues, program faculty will work with the advisor and the advisee to address and hopefully resolve the difficulties that have arisen. The extent of broader faculty involvement will vary, depending on the unique circumstances of each case.

Annual Review

Completing annual evaluations is a critically important activity that serves many purposes in the program, most importantly giving students regular and thoughtful feedback on their progress. Each student will have the opportunity to give feedback during the annual program evaluation. Students will enter materials in a single pdf document that is reflective of the milestones accomplished for that year. After uploading files, students will complete the Student Annual Self-Evaluation (SASE), which must be completed annually through a Qualtrics link sent by the program director.

After students upload files, faculty will review the folders, then complete Faculty Annual Student Review (FASE). In mid-May of each year faculty will meet as a group to discuss each

student's progress. By the end of May/beginning of June (and no later than the start of the following academic year), faculty advisors will have a discussion with students about annual progress, and then write a letter summarizing the evaluation. The advisor will provide a copy of the letter to the student and to the PHLS administrative support team to add to the student's program file. Note: Students will only be able to see their own files and only be able to comment electronic on their own file (e.g., in response to faculty comments or questions on their file).

All annual review documents should be compiled into a single pdf file in the order listed. See Appendix L for the complete checklist. A description of file is given below. There are general files that are updated and uploaded each year are:

1. Up-to-date CV. Students may select their own format; however, we recommend writing the CV in a manner content consistent with APPIC applications. Please see the advisor or program director for examples.
2. Personal statement about progress in the program. This must be between 250 and 500 words reflecting on progress toward the student's professional goals and development of pertinent competencies. This statement should also describe student's progress on major research products in the program, such as their candidacy paper and dissertation.
3. Professional membership documentation. Students are expected to belong to two professional organizations recognized by the program. Students should check with their advisor or program director if they are unsure if an organization qualifies for this requirement.
4. Evidence of completion of at least two relevant professional continuing education activities in the previous year. Students should check with their advisor or program director if they are unsure if a continuation education activity qualifies for this requirement, preferably prior to completing the activity.
5. Annual progress checklist with supporting documentation (See Appendix L).
6. Degree plan with grades added for courses completed.

   Note: Practicum agreements, proof of liability insurance, and proof of medical insurance should be uploaded at the start of the practicum, usually in September.

***We are always working to refine our data collection approaches. As a result, the annual review process is subject to change and may include redundancies.*

Continuous Enrollment, Course Registration/Completion, Program Completion Time Limits

The program requires a full-time commitment to doctoral study. Once officially enrolled, students are expected to maintain continuous enrollment, *consistent with their degree plans*, until degree completion. Continuous enrollment is defined as completion (i.e., NOT simply registering for the required number of hours and then withdrawing from a course) of the required number of hours indicated in the student's degree plan while actively completing didactic course work (i.e., prior to the dissertation stage), and at least 1 hours per semester (fall and spring) once required courses other than the dissertation have been completed.

Failure to maintain continuous enrollment places the student's standing in the program in *immediate* jeopardy. Under unusual circumstances it may be necessary for a student to withdraw from a course, or to register for or complete fewer courses than are required under the student's degree plan. These situations can have significant impact on a student's matriculation and capacity to meet program milestones in a timely, sequential fashion. As such, withdrawals and/or registering for fewer than the required number of courses can occur only with the permission of the advisor, and after the advisor has consulted with the program director. Withdrawal from a course, or registering/completing fewer than the number of courses indicated in the student's degree plan, without the advisor's permission, may result in the development of a deficiency letter, Performance Improvement Plan, suspension or dismissal from the program.

University policy requires that doctoral students complete their program within 10 years of their semester of first enrollment; however, because the program can readily be completed within four to six calendar years, students who fail to complete the program by the 8th year are considered to be making unsatisfactory progress. A PIP will be developed, preferably during the 5th or 6th program year for a student whose matriculation progress indicates the student is not likely to complete the program by the 8th program year.

Online Courses

Fees for online courses: Any class listed as an online course for the School Psychology Ph.D. Program has an associated fee (for details see https://www.uh.edu/financial/graduate/tuition-fees/). The exact amount and nature of the online course fee for a specific online course is automatically provided when you enroll in the class.

Participation in online courses: The program is predominantly delivered in person with a small number of courses taught virtually. All courses taught through virtual modalities in the School Psychology Ph.D. Program include synchronous (live) and a few include asynchronous components. During these "live" remote sessions you are expected to use individual logins to enter the collaborate/virtual platform at a designated day/time. These platforms require a UH username and login to join. In addition, online courses are usually conducted via Microsoft Teams, which is only accessible through the secure online university system and is the primary online platform for courses. There is also a universal expectation in the program that you will have your web camera on during most, if not all, of the class and that your online profile displays your name. The use of cameras and names with virtual platform window allows instructors to positively identify students. During synchronous class time, the instructor provides a live review of content from any asynchronous learning activities and promotes student engagement through asking questions and soliciting responses. An instructor may also choose to lecture on specified material during this time. All students are expected to be present at every live session, with the standard attendance policy for all courses applicable. The asynchronous content consists of learning modules providing learning materials and weekly quizzes and discussion board posts. Asynchronous experiences are designed to assess analysis of content and promote student engagement with peers in their cohort. There are weekly deadlines for each of these and individual feedback is provided on quizzes and discussion board posts, with material also often discussed during synchronous engagement.

Privacy considerations for online courses: For asynchronous content and assignment completion, students log in to the password-protected systems with their unique information to complete and upload any online asynchronous content. This is consistent with how students typically turn in assignments for traditional in person courses, by uploading them to their individual password protected log in of the classroom management system (Canvas) for grading and feedback by the instructor. For privacy purposes, students may only see their own assignments and grades. The exception is the course-based discussion boards that allow for online ongoing discussion of content across the students. Discussion Boards are clearly identified as accessible to all students and are utilized similarly across both in person and online modalities. Written documents for class such as class presentations, discussion boards, class participation, and other course communication may be copyrighted material or protected by Federal education privacy laws (e.g., FERPA) and should not be shared with others without written consent from the instructor (an email is sufficient).

Requests for Formal Leaves of Absence/Time Extensions

On rare occasions, significant life events and emergencies (e.g., serious health issues, major personal events) may impact a student's progress through the program in spite of the student's best intentions and efforts. Students who cannot enroll in (or complete) required courses in a given semester because of significant life events and emergencies must apply for a leave of absence in order to remain in good standing. To request a leave of absence, students need to first consult with their advisor and then submit a ***General Petition Form*** that describes the reason for the request and a timeline, following the leave, for completing remaining program requirements. The leave of absence must be approved by the student's advisor, the program faculty, the program director, the department chair, and the Office of Graduate Studies.

Leaves of absence are <u>not granted for students to avoid academic penalties</u>, tuition charges, repayment of student loans, to avoid exceeding the doctoral credit hour cap, or for any reason other than the stated significant or emergency situation. A student who does not return to enrolled status at the end of an approved leave is no longer considered to be pursuing an advanced degree and will be terminated from the program. A student who fails to enroll in a regular semester (fall or spring) without obtaining an approved leave from graduate study is <u>not</u> automatically readmitted to the program, and may also be terminated from the program immediately. A time extension is required if the student is nearing the 8th year and may not complete remaining requirements within the expected time frame. Time extensions are only approved under documented exceptional circumstances.

Students requesting either (a) a formal leave of absence from the program or (b) a time extension to complete their program requirements are required to:

1. Meet with their advisor to discuss these matters prior to completing a **General Petition Form** requesting either (a) or (b) above.
2. Provide the program director with the following materials for subsequent review by the program faculty.
    a. A copy of the completed **General Petition Form**.

b. A detailed letter describing the circumstances and providing a compelling rationale for the request.
c. A specific timeline for completing remaining program requirements that also details the particular program completion activities the student will engage in during the proposed time extension or leave period.

Petitions for leaves of absence and time extensions are not automatically approved. All petitions must be reviewed and approved by the program faculty prior to any further administrative review or action. The faculty may also require the student to present her or his case for the petition at a scheduled program meeting and to respond to faculty questions. Following a program-level review, the petitioner will be informed of the faculty's decision. **The program faculty reserve the right to support or deny the petition, or amend the petitioner's request prior to submitting the petition to the department chair, the dean's office, and the university dean of graduate studies for final review and action.** Any leave of absence counts toward the time to degree (i.e. it does not stop the clock toward the 8 year limit).

Students must submit another general petition to be reinstated at the end of the leave of absence. If a student does not register for classes by the beginning of the next session after the end of the leave, the student will not be considered to be continuing graduate study and will be either withdrawn or dismissed from the program.

Dismissal Policies and Procedures

The dismissal of a student from the program is a significant event for the student, the program, and the program faculty, as this represents the conclusion of the faculty that the student has, for example: not demonstrated appropriate or consistent matriculation, has engaged in academic dishonesty, has not met multiple program milestones, has been charged with or convicted of a serious criminal offense, has failed to demonstrate an adequate level of professional or personal competency, or for other serious reasons (e.g., has been disruptive to the education and training process, has been dismissed from or prohibited from face-face client contact in practicum or internship settings, has repeatedly violated program policies or requirements). Dismissal action is typically the outcome of careful inquiry and collection of data from multiple sources as well as communication with the student regarding his or her unsatisfactory performance in basic or, where appropriate, remedial work, as outlined in a PIP. However, immediate dismissal may occur under dangerous (e.g., threat of bodily harm, slander, libel), unusual, or other serious circumstances.

At any point during the student's matriculation through the program, the faculty retains the right to review any student circumstances or behavior that may seriously and negatively affect the student's competencies for independent or supervised professional practice or that may threaten client, student, or program welfare. Examples (non-exhaustive) of circumstances or performances that may be the basis for immediate dismissal action include:

1. Failure to meet minimal academic requirements for doctoral students at the University of Houston, as described in this handbook and the on-line **Graduate and Professional Studies Catalog** (http://www.uh.edu/grad_catalog/).

2. Violation of the ethical principles of psychologists as defined by the American Psychological Association (www.apa.org) or the National Association of School Psychologists (www.nasponline.org).
3. Unsatisfactory performance in professional practice courses (e.g., SP, AP, or internship).
4. Failure to comply with established university, college, department, or program timetables and requirements.
5. Academic dishonesty. http://www.uh.edu/provost/policies/honesty/.
6. Failure to maintain continuous enrollment as defined in this handbook or failure to complete the annual review process defined in this handbook.
7. Criminal misconduct.
8. Failure to satisfy one or more academic requirements in a timely fashion (e.g., coursework, candidacy paper, comps exam, dissertation). In these cases, remedial actions (typically in the form of a deficiency letter and/or PIP) will be identified to help the student address these deficiencies. However, if remedial actions fail to correct these deficiencies, the student may be terminated from the Program.
9. Failure to comply with the requirements or deadlines included in a Performance Improvement Plan (PIP).
10. Failure to maintain satisfactory progress through the program.
11. Cognitive, affective, and/or behavioral deficiencies exhibited by the student that are deemed to obstruct the training process and/or potentially threaten client or program welfare.

Observations or charges relevant to the above student performances can emanate from a variety of sources including faculty, clinical supervisors, clients, university staff, or professionals and agents outside of the university community.

Policies: Acute/Immediate Threat to the Student's Status: To protect student due process rights as well as to uphold the academic and professional standards of the program:

1. The student will be informed in writing by the advisor or program director of any charge, event, performance, or circumstance that may threaten the student's *immediate* status in the program. As part of this communication, the director may initially advise the student to seek an informal resolution of the charge or complaint and to inform the director (in writing) of the outcome of this action within a specified time frame. Or, a formal deficiency letter and/or PIP specifying actions that the student must take by a deadline may be presented to the student and added to the student's file. In any case, a face-to-face meeting with the student will be scheduled to address the issues/deficiencies, the recommended course(s) of action, and the deadline(s).

2. If the initial attempt at problem resolution is incomplete, inappropriate or unsuccessful by the deadline date, a formal meeting of program faculty will be convened to discuss the nature

of the threat(s) to the student's status, the initial attempt at resolution, and to discuss next step(s). This meeting may include an invitation to the student to attend all or part of the meeting, at the faculty's discretion. Prior to that meeting, the student as well as other interested parties, possessing relevant information, will have the opportunity to present their evidence to the faculty.

3. Following faculty review of and deliberation on the evidence, the program director will inform the student in writing of the faculty's decision and, if appropriate, specify in writing the student's deficiencies, any actions or conditions that must be satisfied in order for the student to maintain or restore his or her standing within the program, and the date by which these conditions must be satisfied. This is known as a PIP discussion draft and the student will be given no less than two weeks to respond to the PIP discussion draft, in writing.

4. The program director will convene a faculty meeting to consider the student's input to the PIP draft, and a final PIP will be developed which will specify in writing any conditions that must be satisfied in order for the student to maintain or restore his or her standing within the program, and the date by which these conditions must be satisfied. The final PIP will include an effective date and will be delivered to the student by email and paper copy (if desired).

5. If a student refuses to comply with the final PIP, either in terms of the conditions or the deadlines included therein, the program director will convene another meeting of the faculty to consider next steps, which may include modification of the Final PIP, placement of the student on probation, or dismissal from the program.

Policies: Ongoing Threat to the Student's Status: When there is NOT an immediate threat to the student's status in the program, the following process is followed:

1. A meeting is scheduled with the advisor and/or the program director to inform the student about the issues and to discuss and agree on appropriate remedial actions. This meeting may coincide with the annual review meeting, or may be a separate meeting. A deficiency letter with specific conditions and deadlines for remediation may result from this meeting.

2. If the deficiencies are not remediated by the deadline date(s) a faculty meeting will be convened to review the student's status. The student *may or may not* be invited to attend this meeting. At this meeting the faculty will determine the next courses of action, which may include another deficiency letter, a discussion draft PIP, or if the deficiencies are among those listed above, an immediate change in the student's status to probationary, or dismissal from the program.

3. The discussion draft PIP is presented to the student by the advisor and/or program director to enable the student to review the document. The student is given two weeks to respond to the PIP in writing.

4. Once this period has passed the faculty will either finalize the PIP or modify it based on the student's input and any additional data that may emerge that was not considered or included in the discussion draft PIP. A final PIP is completed and provided to the student.

5. If a student refuses to accept the final PIP, the faculty will meet to consider next steps, which may include modification of the PIP, probation, or dismissal from the program.

Grievance Policy and Procedures

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified in the COE Student Grievance Policy found on the PHLS website.

5. STUDENT SUPPORT SERVICES

Our program is situated within a University that offers students an array of support services sponsored by a variety of campus offices and facilities. Examples of these include the Counseling and Psychological Services Center (CAPS); the Health Center and Financial Aid Offices; the Center for Students with DisABILITIES; and the Campus Recreation and Wellness Center. The School Psychology Program, the Department of Psychological, Health, and Learning Sciences, and the COE also offer students a variety of support services. This section describes some of these services and resources.

Fellowships, Assistantships, and Financial Aid

Many opportunities for financial support exist for students enrolled in the program. Students are encouraged to apply for available fellowship, assistantship and financial aid by the appropriate deadlines. Incoming students with an interest in financial assistance are sent initial information regarding assistantships the summer prior to enrolling and should contact the PHLS chair (or designee) for more information. For students who receive half-time assistantships and maintain good academic standing within the Department, the Graduate Tuition Fellowship (GTF) has typically been available through the Dean's office and provides additional support in the form of tuition credits of 9 hours for each long semester and 3-6 credits over the summer (student fees are not paid by the GTF, but students become eligible for instate tuition). Eligible doctoral students may receive GTF support for multiple years based on funding availability. *Please note that GTF funding from the department is subject to availability and therefore never guaranteed.*

The PHLS Department has the following process and expectations for assistantships:

1. Each year, there will be a request for applications for assistantships in the spring semester.
2. Assistantship offers should be made annually by the end of the spring semester for summer positions and sometime in summer for fall positions.
3. Assistantship offers, particularly teaching assistantships, will be offered with a set schedule that includes required and flexible hours.
4. If students are offered an assistantship, they need to arrange their schedule around the required hours of the assistantship.
5. Students are not guaranteed an assistantship, and if they cannot work the required hours of the assistantship they are offered, then they can be dropped from the funded student list.
6. Students working as teaching assistants must complete required training, at the start of the semester and during the semester. Further details will be provided by the PHLS TA coordinator.

During the internship year, students are expected to enroll in PHLS 8391 Internship (1 credit hour) for the Fall, Spring, and Summer semesters in order to comply with the UH continuing

registration policy. Additionally, if students have not defended their dissertation by the time they start their internship, they will be required to enroll in one credit of dissertation, PHLS 8199, until they have defended their dissertation. Enrollment in zero credits during the Summer of internship is not allowed. **Students enrolled in these courses during their internship year will be allowed to receive the GTF for these credits.**

School psychology doctoral students are also eligible to compete for several scholarship programs that are available through the Office of Graduate Studies in the College. Information about these programs can be found at http://www.uh.edu/education/student-services/fin_aid_scholarships/.

Communication within the Program and Department

1. Program Listserv

The program listserv was created to provide faculty and staff with the opportunity to broadcast e-mails to everyone in the School Psychology Program. All students in the program are automatically included on the listserv and it is very important that students ensure that they are receiving these emails.

2. PHLS E-mail

The graduate advisors in the PHLS Office periodically send out e-mail to all graduate students department-wide from the e-mail address, or the School Psychology LISTSERV. Important, helpful, and time-sensitive messages (on a variety of topics) are sent out by the graduate advisors from these addresses. Students should be sure that whatever email account they typically check is set to accept emails from these sources (i.e., does NOT interpret these emails as SPAM or junk email). If a student not receiving e-mails from this address, he/she should contact the graduate advisors and/or an IT support person to resolve any technical issues that may exist. 3. Student Mailboxes

Each student in the program is provided a mailbox located in the hallway outside the PHLS office (491 FH). Students should check their mailbox frequently in order to keep abreast of program and departmental activities. If students are currently teaching classes, the mailbox can also serve as a place for undergraduate students to submit their work.

4. Student Directory

Each year, a student directory is compiled reflecting the address, phone, e-mail, cohort year, and advisor of those students currently enrolled in the School Psychology Program. The directory is emailed to all members of the School Psychology program. Students are expected to update the department and the program, as well as the University, if their contact information changes.

5. Town Hall Meetings

Town Hall meetings typically occur twice per year and provide an opportunity for the entire school psychology community to learn about and discuss important issues. Town Hall meetings are usually set well in advance. **Attendance is mandatory.** Town Hall meetings may

be either agenda-driven or open in structure but usually include the exchange of vital information between faculty and students regarding program-related activities.

Professional Memberships

Examples of organizations that represent professional psychology and/or school psychology include (but are not limited to): APA, APA Division 16, SASP, NASP, ISPA, APS, ABCT, TPA, TASP, HPA. School psychology students are required to apply for student membership in at least two national professional organizations such as the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Students are also encouraged to become members of the School Psychology Division (Division 16) of the APA and the Division 16 Student Affiliates in School Psychology (SASP). Enrollment information can be found at on the APA website. The Texas Psychological Association (TPA), Texas Association of School Psychologists (TASP) and the Houston Psychological Association (HPA) are state and local professional organizations, respectively, that offer professional development and networking opportunities for student members in the state and local area. NASP, TASP, TPA and HPA are strongly practitioner oriented, whereas APA, APS and ABCT and their affiliates are more scientist-practitioner oriented. All these organizations advocate for psychological and school psychological services. Although the cost of membership can be a deterrent, they each fulfill important professional roles and functions and cannot continue to exist without membership support, now and in the future.

Technology

The Center for Information Technology in Education (CITE) offers multi-faceted technology services to the entire COE community. Located on the 3rd floor of Farish Hall, the CITE Computer Lab provides students with over 80 computers and also houses a statistics lab and a multimedia lab. The CITE Lab staff provides routine consultation to students on a variety of technology matters. Additional technology resources including multimedia classrooms and spaces for students to work are all available in multiple rooms in Farish Hall. The CITE Lab will also print posters for scholarly presentations for graduate students without charge. CITE requires that posters be received for printing 10 business days prior to when the poster is needed. CITE cannot guarantee that a poster will be ready by the requested date if not submitted 10 business days in advance. CougarBytes also provides students with the opportunity to purchase hardware and software, sometimes at substantially reduced prices.

Problem-Solving Resources

UH Graduate School has launched an office of Graduate and Professional Student Ombudsperson If you are struggling with an issue and do not know where to turn, you just need to talk, need clarification on a university policy, procedure, decision, or need an objective perspective and need somebody to explore options with you, please feel free to reach out to the Ombudsperson. The services of the Ombudsperson are free of charge, accessible and voluntary. Conversations with the Ombudsperson are off the record and do not begin a formal process. The Ombudsperson does not retain any information that would identify the graduate/ professional student or the graduate/ professional student's concerns.

To schedule an appointment, please contact the Ombudsperson at the following email: gradombuds@uh.edu. If you would like to know more about the Ombudsperson, please check the following link:
https://www.uh.edu/graduate-school/ombuds-services/

The student legal advisor provides advice and counsel to students for problems of a legal nature. Students will be advised of steps that can be taken without a lawyer. When an attorney is required, referrals to agencies and other legal services are provided.

UH Counseling and Psychological Services (CAPS)

Services at CAPS are provided free or for a nominal fee. UH CAPS has a reciprocal agreement with other local university counseling centers to see students in this situation and can also provide referrals to other agencies that charge on a sliding scale. More information about CAPS is located on the CAPS website

Test Kit Library

The College Assessment Library, which is supervised and administered through the School Psychology Program, maintains a substantial collection of psychological and educational assessment instruments. These are available for check out to qualified students and faculty for research and training purposes only. Unless provided by the instructor for training purposes, students and faculty must purchase their own test protocols/record forms. Please review the Assessment Library Use and Test Kit Checkout Procedures included as an Appendix M.

The UH Writing Center

Because professional communication, including writing, is key to success in the program, and in developing student's professional credibility, the University has established The Writing Center in Agnes Arnold Hall (713-743-3016). A wide variety of services are available to enhance professional writing competencies. Although such assistance may be required by the faculty, students are also encouraged to seek their services voluntarily. The range of services and programs are described on their website. Note that certain staff are specialized in assisting PhD students and in scientific, professional writing.

6. OBTAINING TEXAS RESIDENCY FOR TUITION PURPOSES

If incoming students are not a Texas resident, University of Houston tuition is considerably more expensive than the resident rate. Therefore, nonresident students are urged to take steps during their first year to obtain residency. In the past, this has meant obtaining a Texas driver's license, voter registration card, etc. For more information, consult the *Graduate Catalog* (https://www.uh.edu/graduate-school/forms/). Note: Students who receive GTF are charged in-state tuition. Nevertheless, students should seek Texas residency, if possible, because the GTF is not always available through the entire course of the program at UH and students will be charged out of state tuition if they do not have a GTF and are not a Texas resident.

7. STUDENT REPRESENTATION AT FACULTY MEETINGS & COMMITTEE MEMBERSHIP

Program faculty meetings are held monthly and as needed. The program director distributes the list of meeting dates prior to the start of each semester. The faculty believe that student representation is important and, for this reason, each year student representatives/liaisons are elected following a call for nominations. The faculty work with students to select two student representatives, one for first and second years, and one for more advanced students. The main activities for the representatives are to: solicit questions, concerns, or other input for the faculty from students prior to the meetings; attend faculty meetings; offer student views on issues as needed; and to inform students about important developments after the meeting via email. Each faculty meeting also includes an Executive Session wherein certain issues are discussed (e.g., individual student annual evaluations); during this portion of the meeting, the faculty asks the representatives to be excused.

8. NON-TERMINAL M.Ed. DEGREE OPTION

The PHLS Department has modified its policies to enable PhD students in Counseling Psychology and School Psychology to obtain a **non-terminal** M.Ed. in Counseling degree *as they continue to pursue their PhD degrees*. Obtaining this degree may be helpful in clarifying that a student has completed at least two years of training, and may be helpful in obtaining employment or may enhance competitiveness for some internship sites. Specific requirements that must be fulfilled to pursue this option, and the process to be followed, are included in Appendix N.

9. SPECIAL CONSIDERATIONS FOR INTERNATIONAL STUDENTS

The School Psychology Ph.D. program warmly encourages international students to apply. Welcoming international students is consistent with our value of cultural and linguistic diversity, and goal of having a diverse and multi-culturally competent student body. Depending on their immigration status, there may be unique considerations for our international students. This section provides some pertinent guidance. Importantly, policies may change, so international students need to verify that they are compliance with University, State, and Federal policies and a laws. Also, students have a variety of circumstances, and the best sources of information for unique and up-to-date information are the UH International Student and scholar Service (ISSS) and the United States Bureau of Consular Affairs.

A few important considerations:

1) When prospective students apply, they should check with the ISSS about requirements for applications from international students.
2) International students who are invited for an interview are encouraged to visit campus, and can arrange for a virtual interview (e.g., with Skype) if that is the most feasible for them.

3) If international applicants accept an offer, they will need to get an appropriate visa to enroll at UH. Students should consult with the ISSS and the US Consulate to get the appropriate visa.
4) Most students will need to get a car for transportation. Students can get information from the ISSS about getting a valid driver's license for use in Texas.
5) International students need special authorization to work in community placements, even if these are unpaid internship or practicum sites. Students should get authorization to work **part-time** while at UH, and will apply for authorization for **full time** during the predoctoral internship. Work authorization will also be needed if a student accepts a post-doctoral position. Students should check with ISSS for details on current policies.

https://www.uh.edu/oisss/students/f-1-f-2-visa/f-1/employment/off-campus/CPT/

10. CATASTROPHIC CIRCUMSTANCES

All university, college, department, and program policies and procedures are subject to change in the event of unexpected major events or catastrophes (e.g., 2020 coronavirus pandemic, hurricane Harvey, etc.). Any changes or significant communications will be disseminated to students as soon as possible.

APPENDIX A: FASE AND SASE COMPETENCIES UNDER THE CoA SoA

At the end of each academic year, students and faculty rate student competences using the FASE (Faculty Annual Student Evaluation) and SASE (Student Annual Self-Evaluation). These ratings are intended to be *developmental* in nature (i.e., beginning/inexperienced students would be expected to display low ratings, and these ratings would be expected to improve as competencies are developed over the course of the program). By the end of the semester prior to starting practicum, most self-ratings would be expected to be mostly 2's and 3's. By the end of the semester prior to starting internship most self-ratings would be expected to be in the 3-4 or higher range, although a limited number of 2 ratings may also be evident. To complete the program, students must achieve ratings of no less than 4 for each of the individual competencies. A rating of 4 is the minimum level of achievement (MLA) for graduation from the program.

FASE and SASE Anchors

5– Expertise or Mastery of the Competency Area

- The student has knowledge or ability in this area that exceeds most peers
- They are competent to teach, supervise, and lead others in this area.

4– Competence: Ready for Entry-Level Practice as a School Psychologist
(**Minimum level of achievement for graduation**)

- The student can independently function in this area as an entry-level psychologist.
- The student can generalize skills and knowledge to new situations in this area
- The student can self-assess when to seek additional training, supervision, or consultation.

3– Partial Competence

- The student can demonstrate the components of the competency but needs supervisory support or training to further develop toward complete and independent performance in this competency area.
- The student is moving toward being able to generalize to new cases or situations but needs support in novel situations or cases.
- The student is gaining insight about their needs for additional training, supervision, or consultation.

2– Beginning Competency

- The student has some fundamental knowledge and can demonstrate competence in some aspects of this area.
- The student lacks the full range of skills sufficient to function independently in this area.
- The student needs supervisory support to identify areas of skill development in this area.

1– Introductory learning

- The student has been exposed to the fundamentals of a skill area and needs to continue to strengthen their knowledge base in this area (e.g., basic undergraduate knowledge in the area).
- The student will need training and supervisory support to begin demonstrating essential components of this competency.
- The student is not ready to work in this skill area without considerable structure and support. They may lack confidence or insight into their ability level.

0– No doctoral-level exposure. The student had had no opportunity to develop or demonstrate this competency as a doctoral student.

FASE Items

1. Students can describe orally and in writing the current research and theory concerning the biological aspects of behavior
2. Students can describe orally and in writing the current research and theory concerning the cognitive aspects of behavior
3. Students can describe orally and in writing the current research and theory concerning the social aspects of behavior.
4. Students can describe orally and in writing the current research and theory concerning the individual differences and behavior.
5. Students can describe orally and in writing the current research and theory concerning the normative and non-normative development of children, adolescents, and adults.
6. Students can describe orally and in writing the current research and theory concerning the integration of cognitive-affective aspects of behavior.
7. Students can describe orally and in writing the history of psychology and the major theoretical systems within psychology.
8. Students can describe orally and in writing the current basic measurement theory and constructs applicable to psychological research and practice.
9. Students can describe orally and in writing the current research design applicable to psychological research and practice.
10. Students can describe orally and in writing the current research and theory concerning the developmental aspects of behavior.
11. Students can describe orally and in writing the current data analysis techniques applicable to school psychology research.
12. Students can describe orally and in writing the current understanding of psychometric considerations pertinent to measures commonly used in school psychology.
13. Assess child and adolescent cognitive functioning using technically adequate instruments.
14. Assess child and adolescent academic functioning using technically adequate traditional, norm-referenced instruments.
15. Assess child and adolescent academic functioning, the effectiveness of instruction, and the classroom ecology using nontraditional technically adequate curriculum-based measurements (CBM) as part of a problem-solving model (PSM) evaluate student response-to-intervention (RTI).
16. Assess child and adolescent behavioral, social, and affective development and functioning through multi-method, multi-informant assessment employing technically adequate instruments.
17. Students can describe orally and in writing the potential impact of individual and cultural diversity on child and adolescent assessment.
18. Integrate multi-method, multi-informant assessment data to conceptualize a case, formulate hypotheses concerning the individual, contextual, diversity, and interactive factors (i.e., ecological-behavioral) that may be contributing to the child's difficulties and to arrive at DSM diagnoses and special education classification recommendations.
19. Identify and implement child and adolescent evidence-based interventions for DSM disorders and symptoms of these disorders.

20. Describe the potential impact of individual and cultural differences on the acceptability, fidelity, and effectiveness of child and adolescent evidence-based practices.
21. Identify and implement behavioral consultation models and collaboration techniques with professionals and parents.
22. Describe the potential impact of individual and cultural differences consultation and collaboration.
23. Communicate effectively, in writing and orally to a range of audiences.
24. Describe the ethical, legal, and professional issues that pertain to the practice of psychology in schools, and in other settings.
25. Anticipate and addressing ethical, legal, professional and clinical dilemmas in schools and other settings.
26. Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
27. Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.
28. Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict, tolerance of ambiguity and uncertainty.
29. Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.
30. Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.
31. Reflective skills: ability to examine and consider ones' owns motives, attitudes, behaviors and one's effect on others.
32. Self-identifying client, setting and professional contexts that may exceed the limits of their expertise.
33. Making decisions and engaging in actions based on logic, science, or accepted practice.
34. Recognizing clinical situations that call for appropriate supervision and/or consultation.
35. Employing commonly accepted clinical supervision models when required to supervise clinicians.
36. Demonstrate skills in critically analyzing research studies in terms of their methodological rigor, strength and generalizability of findings, and applicability to diverse populations.
37. Demonstrate skills in critically analyzing research studies in terms of their implications for practice.
38. Demonstrate skills in designing research studies that have the potential to advance research, or to advance practice or policy.
39. Demonstrate skills in conducting, reporting and interpreting independent research studies that have the potential to advance research, practice or policy.
40. Demonstrate skills in applying research and evaluation methods to assess the efficacy of their own practices, or those of the organizations they serve.
41. Explain why a commitment to life-long learning is an important competency for psychologists.

With the revisions to the SoA in 2017, the Program added and made minor modifications to the FASE items to arrive at the list we use currently. In addition, through program curriculum review, we aligned the FASE items with the DSK and PWCs to allow us to measure student achievement of broader competency areas across time. The alignment of the FASE items with the DSK and PWC areas are detailed below.

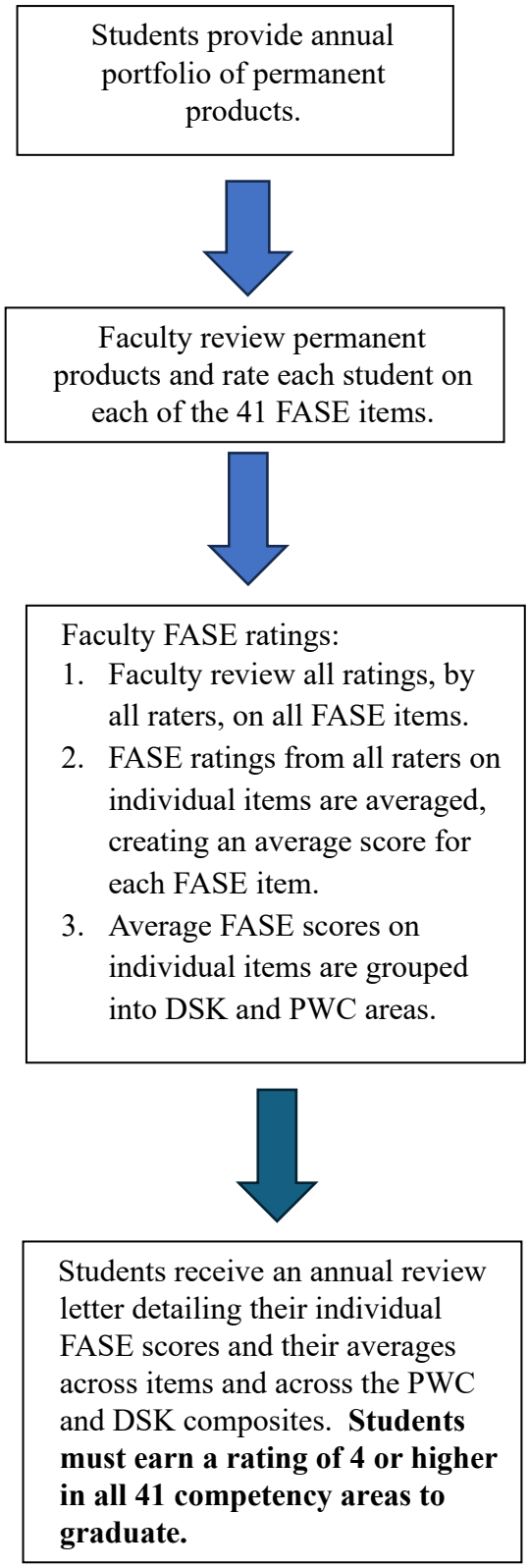
Discipline-Specific Knowledge: Alignment of FASE Items

DSK Area	FASE Items
History and Systems	7, 24
Affective Aspects of Behavior	6, 10, 16
Biological Aspects of Behavior	1, 5, 10, 18
Cognitive Aspects of Behavior	2, 6, 10, 14
Developmental Aspects of Behavior	5, 10, 13, 14, 15, 16, 18, 19
Social Aspects of Behavior	3, 5, 6, 10, 18, 20, 21
Advanced Integrative Knowledge of Basic Discipline Specific Content Areas	6, 15, 17, 18, 19, 20, 21, 25, 39
Research Methods	36, 37, 38, 39
Statistical Analysis	9, 11, 36, 37, 39, 40
Psychometrics	8, 11, 12, 13, 14, 16, 17, 36, 37, 39

Profession-Wide Competencies under the SoA: Alignment with FASE Items

PWC Area	FASE Items
Research	8, 9, 12, 33, 36, 37, 38, 39
Ethical and Legal Standards	24, 25, 33, 36
Individual and Cultural Diversity	4, 5, 10, 16, 17, 18, 19, 20, 22, 26, 30, 36
Professional Values, Attitudes, and Behaviors	24, 25, 26, 27, 28, 29, 30, 31, 33, 40, 41
Communications and Interpersonal Skills	23, 26, 28, 30
Assessment	8, 12, 13, 14, 15, 16, 18, 20, 40
Intervention	19, 20, 37, 40
Supervision	25, 27, 28, 30, 32, 34, 35
Consultation and Interprofessional/Interdisciplinary Skills	15, 21,22,30,34

Student Evaluation Process Flowchart



APPENDIX B: COURSE EQUIVALENCY REVIEW (CER) PROCESS AND CER FORM

The Course Equivalency Review Process

Ensuring that transferred and/or waivered courses are equivalent to required courses.

Students entering the program who have completed previous degrees or coursework in school psychology or closely related fields may petition to transfer or waive courses. "Transferring" means that the credit hours obtained from the previously completed course work at another institution are considered part of the total number of required hours of the degree plan at UH, though UH prohibits transferring any graduate credits earned pursuant to a terminal, conferred degree. Waived courses mean that the student is excused from repeating an equivalent class at UH but must earn comparable credit hours toward the degree plan by taking courses to replace the ones waived. The number of courses that can be transferred is ultimately determined by the UH Graduate School. Typically, the Graduate School allows a maximum of 9 hours of transfer credit (only if the credits are not from completion of a terminal degree, and the Program allows a maximum of 21 waived hours. All transfers and waivers are contingent on the approval of the department, COE Graduate Studies Office, and the UH Graduate School. Please see the information regarding transfer credit on the graduate school's policy website (http://publications.uh.edu/content.php?catoid=33&navoid=11956#previously_earned_deg).

For each graduate course the student wishes to have considered for a waiver or for transfer credit the student must:

1) have obtained a grade higher than a B,
2) have completed the course in question no more than 6 years before beginning doctoral study in school psychology at UH[1].
3) submit a Course Equivalence Review (CER) Request (see next page) to the student's advisor. This request must include the following:
    a) a brief (2-3 sentence) rationale for why the course should be considered equivalent,
    b) a transcript (copy is acceptable) documenting the student's grade for the course in question and the semester it was taken.
    c) the prior graduate course number and name and the UH course number and name of the UH course that the student wishes to be considered as equivalent,
    d) the syllabus for the graduate course <u>and</u> relevant supporting documentation (list of required and suggested readings, reports, papers, tests, etc.),
4) The request will be reviewed by the advisor and the advisor may ask for additional information from the student, including an official transcript, or consult with the previous instructor or other sources.

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[1] When students have developed initial competence in a professional practice area through coursework completed more than six years prior to entry into the program, and when students have continued to update their competency through professional experience (which may include, but not be limited to, relevant professional employment, supervision and continuing education) the program may, at its discretion, consider coursework for waiver that was completed more than six years prior to entry into the program.

5) The advisor will then make a recommendation to the school psychology faculty and the faculty will vote to determine whether the course can be considered equivalent. 6) The student will be informed about the faculty's decision by the advisor.

6) The student should then schedule a meeting with the advisor to develop the degree plan, including any competency development requirements.

7) Documentation of the approved CER or transfer must be uploaded in MyAdvisor and indicated in the degree plan that is submitted to MyAdvisor.

Please note that faculty consider CER requests during monthly faculty meetings. You should not expect a request submitted at the last minute to be considered at the next faculty meeting (i.e., please submit requests no less than two weeks ahead of the next faculty meeting). **You must have a completely processed CER before not enrolling in a course.**

Note: The CER request form is on the next page.

Course Equivalency Review (CER) Request

Name: _____ Date: _____

Advisor: _____

UH Course equivalent (number & name): _____

Equivalent course (number & name):_____

Course Grade: _____When completed? _____Where? _____

Rationale for equivalency (i.e., comparison of learning objectives)

Have you attached a copy of the (1) relevant transcript, (2) the syllabus and (3) supporting documentation (e.g., list of required and suggested readings, reports, papers, tests, etc.)?

Comments/special circumstances:

Date Reviewed by faculty: _____ Decision: _____

APPENDIX C: CHECKLIST - IMPORTANT PROGRAM MILESTONES

Students are expected to track their progress and present this information in the annual review process. Because students enter the program with differing backgrounds and aspirations, there can be considerable variability in progress expectations. Accordingly, we provide three examples of program milestone checklists. Students may use one of these examples or create a unique checklist in consultation with your advisor. Following the program milestone example lists, there is a checklist that should be used in conjunction with the program milestone checklist during the annual evaluation meeting with the student and advisor.

	Bachelor's Degree	Date Completed	Comments
First Year	Fall Residency Requirements		
	Spring Residency Requirements		
	Conference presentation: presentation completed or abstract accepted		
	Completes all first-year coursework		
	Takes and passes GRE Psychology Exam -OR- provides documentation of scores (if already taken)		
	Completes IPP + IAP		
	Applies for School Psych Practicum (SP Prac)		

Second year	Completes all second-year coursework		
	Takes and passes GRE Psychology Exam -OR- provides documentation of scores (if already taken)		
	Proposes candidacy project		
	Completes SP Prac		
	Applies for LSSP Internship (or 1st year AP, per advisor/student decision)		
	Takes and passes PRAXIS		

	Completes all third-year coursework		
Third year	Takes and passes PRAXIS		
	Defends candidacy project		
	Completes LSSP Internship		
	Applies for 1st year AP		
	Completes Doctoral Comprehensive Exam Process		

Fourth year	Completes any remaining coursework		
	Proposes dissertation		
	Completes 1st year of AP		
	Applies for 2nd year of AP		

Fifth year	Defends dissertation		
	Completes 2nd year of AP		
	Applies for 3rd year of AP		
	In preparation for APPIC Match in the Fall: provides advisor with preliminary list of sites, attends internship prep workshop		

	Defends dissertation (if not already completed)		

Sixth year	Completes 3rd year of AP		
	Submits all Match materials via APPIC in Fall & attends interviews in Spring		

Seventh year	Defends dissertation (if not already completed)		
	Completes APA-accredited predoctoral internship		
	Applications for post-doctoral fellowship (or first job)		
	Applies for graduation and walks/hooded!		

Advanced: Master's or Specialist in SP + LSSP		Date Completed	Comments
First Year	Fall Residency Requirements		
	Spring Residency Requirements		
	Conference: presentation completed or abstract accepted		
	Completes all first year coursework		
	Submission of all CERs to advisor		
	Completes IPP + IAP		
	Applies for 1st year of Advanced Practicum (AP)		

Second year	Completes all second year coursework		
	Takes and passes GRE Psychology Exam -OR- provides documentation of scores (if already taken)		
	Proposes candidacy project (unless thesis was accepted via CER during 1st year)		
	Completes 1st year of AP		
	Applies for 2nd year of AP		

Third year	Completes all third year coursework		
	Takes and passes PRAXIS -OR- provides documentation of scores (if already taken)		
	Defends candidacy project (unless thesis was accepted via CER during 1st year), in which case: Proposes dissertation project		
	Completes 2nd year of AP		
	Applies for 3rd year of AP		
	Completes Doctoral Comprehensive Exam Process		
	In preparation for APPIC Match in the Fall: provides advisor with preliminary list of sites, attends internship prep workshop		

Fourth year	Completes any remaining coursework		
	Ensures dissertation proposed by 11/1, strives to defend dissertation before summer		
	Completes 3rd year of AP		
	Submits all Match materials via APPIC in Fall & attends interviews in Spring		

Fifth year	Defends dissertation (if not already completed)		
	Completes APA-accredited predoctoral internship		
	Applications for post-doctoral fellowship (or first job)		
	Applies for graduation and walks/hooded!		

	Advanced: Master's in other discipline/no LSSP	Date Completed	Comments
First Year	Fall Residency Requirements		
	Spring Residency Requirements		
	Conference presentation: presentation completed or abstract accepted		
	Completes all first year coursework		
	Submission of all CERs to advisor (if applicable)		
	Completes IPP + IAP		
	Applies for School Psych Practicum (SP Prac)		
Second year	Completes all second year coursework		
	Takes and passes GRE Psychology Exam -OR- provides documentation of scores (if already taken)		
	Proposes candidacy project (unless thesis was accepted via CER during 1st year)		
	Completes SP Prac		
	Applies for LSSP Internship (or 1st year AP, per advisor/student decision)		
Third year	Completes all third year coursework		
	Takes and passes PRAXIS		
	Defends candidacy project (unless thesis was accepted via CER during 1st year), in which case: Proposes dissertation project		
	Completes AP -OR- LSSP Internship		
	Completes Doctoral Comprehensive Exam Process		

	Applies for 1st year of AP (if LSSP internship completed) -OR- 2nd year of AP -OR-LSSP Internship (per advisor/student decision)		
Fourth year	Completes any remaining coursework		
	Proposes dissertation (unless already proposed, in which case strives for defense this year)		
	Completes AP -OR- LSSP Internship		
	Applies for 2nd year of AP -OR- 3rd year of AP - OR- LSSP Internship		
	In preparation for APPIC Match in the Fall: provides advisor with preliminary list of sites, attends internship prep workshop		
Fifth year	Defends dissertation (if not already completed)		
	Completes AP -OR- LSSP Internship		
	Submits all Match materials via APPIC in Fall & attends interviews in Spring		
Sixth year	Defends dissertation (if not already completed)		
	Completes APA-accredited predoctoral internship		
	Applications for post-doctoral fellowship (or first job)		
	Applies for graduation and walks/hooded!		

Milestone Checklist

The student and the advisor have:

____reviewed documentation of attendance in at least two CE activities in psychology over the last year.

____reviewed documentation of membership over the last year in at least two national or state professional psychology organizations

____discussed the students FASE & SASE ratings, and the milestones in the context of adequacy of matriculation through the Program and acquisition of relevant professional and personal competencies.

____discussed the implications of competency and milestone deficiencies, including timely completion of coursework, and the potential need to include deficiency letters in the student's file, Performance Improvement Plans (PIP), probation, and dismissal from the Program

_____reviewed the student's current degree plan

____discussed the need to adhere to the College requirements that Comprehensive exams can only be taken following completion of Candidacy requirements, that the dissertation proposal defense can only occur after Comps have been passed, and that APA/APPIC internship applications can only be processed if the dissertation proposal has been successfully defended by November 1.

_____clarified plans for upcoming practica and internship applications

_____discussed the student's interest in pursuing an academic or practice-oriented career

_discussed the student's plan to enhance their progress toward and competitiveness for APA and APPIC internships

_____discussed other items of concern to the student and/or advisor

The signatures below indicate that both the faculty advisor and the student advisee have reviewed the *Summary* FASE and the SASE, discussing areas of similarity and discrepancy, and their implications. The signatures do NOT necessarily indicate that the student agrees with the *Summary* FASE ratings and are only intended to assure that the student has reviewed and compared the *Summary* FASE ratings and the SASE ratings. Students may submit letters of clarification to their advisors for inclusion in students' files indicating why they believe their FASE ratings may not be valid.

If the advisor or advisee is/are not willing to sign off on the *Summary* FASE, written letters from both the advisor and the advisee need to be attached to the *Summary* FASE before it is returned to the Program Director. The letters must explain the reason(s) why the advisor and/or the advisee declined to sign the *Summary* FASE.

_____ _____

Advisor Signature (Date) Student Signature (Date)

_____initial here (student) if you plan to submit a clarification letter

APPENDIX D: SCHOOL PSYCHOLOGY RESIDENCY REQUIREMENTS

The fulfillment of the first-year residency requirements includes documented participation in appropriate extracurricular professional activities. Students will be expected to participate in the following required activities, as well as optional activities so that no fewer than 5 activities are completed each semester. These activities are to be documented on the Residency Form on MyAdvisor at the end of the fall and spring semesters. Students must have a Degree Plan on file with MyAdvisor, before submitting their residency report. As noted below, some of these activities are required; others can be selected from a menu of options. Each activity, regardless of the time involved, counts as ONE activity. Activities, not hours, are counted. In other words, attending several presentations at ONE conference counts as ONE activity and is equivalent to attending ONE on-campus colloquium.

The following are **required** Residency activities:

1. Participating in new doctoral student interviews (spring, dates to be announced)
2. Attending at least one candidacy proposal meeting (held throughout the year)
3. Attending at least one candidacy defense meeting (held throughout the year)
4. Attending at least one dissertation proposal meeting (held throughout the year) 5. Attending at least one dissertation defense (held throughout the year)
6. Participating in Town Hall meetings (fall and spring).

Note: Weekly schedules of dissertation proposal and final defenses are posted on the COE website. Candidacy defenses may be posted to the School Psychology list serve by the student or the student's advisor.

Other activities considered appropriate for satisfying remaining Residency requirements include attendance and/or participation at the following:

1. Local, regional, and national professional meetings and conferences relevant to psychology (e.g., HPA, TPA, TASP, SWEPA, APA, NASP, AERA)
2. Professional workshops*
3. University, College, or Department-sponsored professionally relevant colloquia
4. Off-campus professional lectures directly and clearly relevant to psychology 5. Preparing for, delivering, and processing a lecture presented in an approved class
6. Participation in graduate student organizations approved by your advisor.

*Student employment-related meetings and on-the-job training workshops/colloquia required for employment or practicum purposes will not be approved for residency requirements. **The Residency Form should be completed at the end of the fall semester and again at the end of your first-year program. Each form must be completed on My Advisor and then approved by all relevant parties.**

APPENDIX E: CANDIDACY AND DISSERTATION

***This form is completed by faculty and shared with the student after each proposal and defense.*

Student's name: _____ Committee Chair: _____

Committee members (role): _____

Select one	☐ Candidacy Proposal ☐ Candidacy Defense ☐ Dissertation Proposal ☐ Dissertation Defense

Rubric Score	**Score Criterion**
1 – Not Competent	This competence is lacking. The student is naïve, inexperienced, or deficient with respect to this specific competency.
2 –Developing Competence	Student has some knowledge of the competency area but cannot yet demonstrate key conceptual or procedural aspects of this competency. The student will need training and supervisory support to begin demonstrating essential components of this competency.
3 – Competent with Support	Student can demonstrate most aspects of this competency but needs supervisory support,training, and experience to achieve complete and independent performance in this competency area.
4 –Competent	The student has demonstrated sufficient competency to function independently in this area as a doctoral-level school psychologist. The student can demonstrate the competency independently in almost all instances and has the ability to self-assess when to seek additional training, supervision, or consultation is needed.
5 – Mastery	Student can consistently and independently demonstrate the competency, is a good role model for this skill, and is prepared to supervise or lead others in this area

Introduction and literature review provides logical framework in in support of research questions/hypothesis based on theoretical/ empirical literature (competencies Research and Communication)		
1. Introduction/ literature review adequately integrates/synthesizes pertinent literature		
2. Introduction/literature review articulates clearly research questions and/or hypotheses		
3. Introduction/literature review presents convincing arguments based on theory and/or empirical findings to justify research questions and hypotheses		
Average for Competency C.1		

Selects appropriate sample and research methodology for questions/hypothesis examined (competency = research)		

Research methodology is adequate for study's research questions		
5. Descriptions of instruments used is complete and includes information regarding reliability and validity with population of interest		
6. Provides convincing rationale for study's sample taking into account generalizability of findings to diverse populations		
Average for Competency C.2		

Implements correctly adequate statistical analyses for the questions/hypothesis examined (competency = quantitative methods)		
7. Analytic or interpretive methods are appropriate for the research questions examined (e.g., statistics or qualitative methods).		
8. Report of results is complete and accurate in the context of the analytic or interpretive methods used in the study.		
Average for Competency C.3		
Articulates the implications/limitations of research findings and generalizability to diverse populations (Competencies = research and diversity)		
9. Articulates implications of findings for future research in light of the study's aims		
10. Articulates practice implications of findings in light of the study's aims		
11. Identifies strengths and limitations of the study inclusive of the applicability of findings to diverse populations		
Average for Competency C.4		
Produces written scholarly product that meet APA publication standards (competency = communication)		
12. Organization of document meets APA publication formatting standards (e.g., headings, subheadings, tables, references)		
13. Writing meets APA publication style standards (e.g., clarity, flow, use of grammatical conventions)		
Average for Competency C.5		
Presents clearly research aims, procedures, findings, and implications/limitations of research findings to evaluation committee (competencies = research and communication)		
14. Presenter clearly articulated research aims, methodology, results and study's implications/limitations		

15. The speaker was engaging and used audiovisual resources effectively (e.g. spoke to audience vs. read power point slides; content/format of slides)		
Average for Competency C.6		

MLA for Candidacy defense is 3, MLA for Dissertation defense is 4.

Comments:

APPENDIX F: COMPREHENSIVE EXAM FORM AND FILING INSTRUCTIONS FOR MY ADVISOR

DOCTORAL COMPREHENSIVE EXAMINATION COMPLETION FORM

This form must be completed and submitted to your advisor to document completion of the three components of the doctoral comprehensive examination. Please combine the Praxis Score Report and the Candidacy Defense Rubric with single this form in a single PDF before getting it signed.

Student Name:_____ Date form completed:_____

GENERAL PORTION:

Part 1: GRE Psychology Subject Test

Exam taken. Date taken: _____
Passing score obtained. Score: _____
Receipt of official score report obtained by faculty. Date received: _____
The official score report should be attached to this form by student and uploaded to the annual review submission.

Part 2: Praxis School Psychologist Exam

Exam taken. Date taken: _____
Passing score obtained. Score: _____
Receipt of official score report obtained by faculty. Date received: _____
The official score report should be attached to this form by student and uploaded to the annual review submission.

SPECIALTY PORTION:

Candidacy paper (or approved equivalent)

Candidacy final defense completed. Date of defense: _____
Completed paper uploaded on MyAdvisor. Title:
Completed rubric attached to completed paper

Faculty comments:

_____	_____	_____
Student signature & date	Advisor signature & date	Program director signature & date

Upload Instructions

Once you have completed this form, please use the following steps to complete the "comps application" process in MyAdvisor:

1. Indicate the number of hours completed or in progress on doctoral program.
2. Indicate that it is the first time you've taken Comps.
3. Indicate the semester/year to take the exam as the current semester, since this is the semester/year of the approval and anticipated completion of the Comps requirements.
4. Write in the "Areas to be tested"…. on first line put: Praxis School Psychologist Exam; on second line put: Specialty Portion- Candidacy Paper.
5. Upload the Doctoral Comprehensive Examination Completion Form (Appendix E)

Once you have completed these steps, please email your advisor and ask them to approve the application.

The completed and signed form should also be uploaded in the MyAdvisor system.

Completing this process will permit you to begin work on your Dissertation and move forward in the program.

APPENDIX G: PRACTICUM AND INTERNSHIP COMPETENCY EVALUATION (PICE) FORM, PICE ANCHORS, SUPERVISOR EVALUATION FORM, & SITE EVALUATION FORM

UH PhD in School Psychology Program Practicum and Internship Competency Evaluation (PICE) Form

This form is available and should be completed online via Qualtrics each semester.. Students will receive a PICE link each semester to email their field supervisors a link to the form.

Name of Trainee: _____

Name of Supervisor: _____

Name of Practicum/Internship Setting: _____

Date of Evaluation: _____Dates of practicum/internship training: _____

ASSESSMENT METHOD(S) FOR COMPETENCIES:

_____Direct Observation* _____Case Presentation _____Review of Written Work
_____Videotape _____Audiotape _____Review of Raw Test Data
_____Comments from Other Staff _____Discussion of Clinical Interaction

* Required for at least one activity. Please describe:

Competency goals to be assessed include:

I. Competence in professional conduct, ethics, and legal matters
II. Competence in individual and cultural diversity
III. Competence in theories and methods of psychological diagnosis and assessment
IV. Competence in theories and methods of effective psychotherapeutic intervention
V. Competence in professional consultation
VI. Competence in supervision

GENERAL COMPETENCY RATINGS DESCRIPTIONS:

Please use the following general key to rate objectives. In addition, you may refer to Addendum B for concrete anchors applicable to each objective.

NA = Not applicable for this training experience/Not assessed during training experience

A = Advanced/Skills comparable to autonomous practice at the licensure level. Expertise or Mastery of the Competency Area

- The student has knowledge or ability in this area that exceeds most peers
- They are competent to teach, supervise, and lead others in this area.
- This high level of skill is not typically expected for a pre-doctoral trainee.

C = Competence: Ready for Entry-Level Practice as a School Psychologist (Minimum level of achievement for graduation)

- The student can independently function in this area as an entry-level psychologist.
- The student can generalize skills and knowledge to new situations in this area
- The student can self-assess when to seek additional training, supervision, or consultation.

This rating is typically given to students about to go on pre-doctoral internship.

I = Intermediate Skill or Partial Competence

- The student can demonstrate the components of the competency but needs supervisory support or training to further develop toward complete and independent performance in this competency area.
- The student is moving toward being able to generalize to new cases or situations but needs support in novel situations or cases.
- The student is gaining insight into their needs for additional training, supervision, or consultation.

Common rating throughout internship and practica. Routine supervision of each activity.

B = Beginning Competency

- The student has some fundamental knowledge and can demonstrate competence in some aspects of this area.
- The student lacks the full range of skills sufficient to function independently in this area.
- The student needs supervisory support to identify areas of skill development in this area.

Most common rating for practica. Routine, but intensive, supervision is needed.

R = Needs remedial work

Contact the Program Director to discuss a remediation plan to address deficits in specific competencies.

NA = Not Applicable; A = Advanced; C = High Intermediate; I = Intermediate; E = Entry Level; R = Needs Remedial Work

I. COMPETENCE IN PROFESSIONAL CONDUCT, ETHICS AND LEGAL MATTERS

_____1) OBJECTIVE: PROFESSIONAL INTERPERSONAL BEHAVIOR
Professional and appropriate interactions with treatment teams, peers and supervisors, seeks peer support as needed.

_____ 2) OBJECTIVE: SEEKS CONSULTATION/SUPERVISION
Seeks consultation or supervision as needed and uses it productively.

_____ 3) OBJECTIVE: USES POSITIVE COPING STRATEGIES
Demonstrates positive coping strategies with personal and professional stressors and challenges. Maintains professional functioning and quality patient care.

_____ 4) OBJECTIVE: PROFESSIONAL RESPONSIBILITY AND DOCUMENTATION
Responsible for key patient care tasks (e.g. phone calls, letters, case management), completes tasks promptly. All patient contacts, including scheduled and unscheduled appointments, and phone contacts are well documented. Records include crucial information.

_____ 5) OBJECTIVE: EFFICIENCY AND TIME MANAGEMENT
Efficient and effective time management. Keeps scheduled appointments and meetings on time. Keeps supervisors aware of whereabouts as needed. Minimizes unplanned leave, whenever possible.

_____ 6) OBJECTIVE: KNOWLEDGE OF ETHICS AND LAW
Demonstrates good knowledge of ethical principles and state law. Consistently applies these appropriately, seeking consultation as needed.

_____ 7) OBJECTIVE: ADMINISTRATIVE COMPETENCY
Demonstrates a growing ability to accomplish administrative tasks. Prioritizes appropriately. Shows a growing autonomy in management of larger administrative, research or clinical projects.

NA = Not Applicable; A = Advanced; HI = High Intermediate; I = Intermediate; E = Entry Level; R = Needs Remedial Work

II. COMPETENCE IN INDIVIDUAL AND CULTURAL DIVERSITY

_____ 8) OBJECTIVE: PATIENT RAPPORT
Consistently achieves a good rapport with patients.

_____ 9) OBJECTIVE: SENSITIVITY TO PATIENT DIVERSITY
Sensitive to the cultural and individual diversity of patients. Committed to providing culturally sensitive services.

_____ 10) OBJECTIVE: AWARENESS OF OWN CULTURAL AND ETHNIC BACKGROUND
Aware of own background and its impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.

NA = Not Applicable; A = Advanced; HI = High Intermediate; I = Intermediate; E = Entry Level; R = Needs Remedial Work

III. COMPETENCE IN THEORIES AND METHODS OF PSYCHOLOGICAL DIAGNOSIS AND ASSESSMENT

_____ 11) OBJECTIVE: DIAGNOSTIC SKILL
Demonstrates a thorough working knowledge of diagnostic nomenclature and DSM multiaxial classification. Utilizes historical, interview and psychometric data to diagnose accurately.

TOTAL NUMBER OF ASSESSMENTS COMPLETED THIS EVALUATION PERIOD _____

_____ 12) OBJECTIVE: PSYCHOLOGICAL TEST SELECTION AND ADMINISTRATION
Promptly and proficiently administers commonly used tests in his/her area of practice. Appropriately chooses the tests to be administered.

_____ 13) OBJECTIVE: PSYCHOLOGICAL TEST INTERPRETATION
Interprets the results of psychological tests used in his/her area of practice.

_____ 14) OBJECTIVE: ASSESSMENT WRITING SKILLS
Writes a well-organized psychological report. Answers the referral question clearly and provides the referral source with specific recommendations.

_____ 15) OBJECTIVE: FEEDBACK REGARDING ASSESSMENT
Plans and carries out a feedback interview. Explains the test results in terms the patient and/or caregiver can understand, provides suitable recommendations and responds to issues raised by patient or caregiver.

NA = Not Applicable; A = Advanced; HI = High Intermediate; I = Intermediate; E = Entry Level; R = Needs Remedial Work

IV: Competence in Theories and Methods of Effective Psychotherapeutic Intervention

_____ 16) Objective: Patient Risk Management and Confidentiality
Effectively evaluates, manages and documents patient risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. Collaborates with patients in crisis to make appropriate short-term safety plans, and intensify treatment as needed. Discusses all applicable confidentiality issues openly with patients.

_____ 17) Objective: Case Conceptualization and Treatment Goals
Formulates a useful case conceptualization that draws on theoretical and research knowledge. Collaborates with patient to form appropriate treatment goals.

_____ 18) Objective: Therapeutic Interventions

Interventions are well-timed, effective and consistent with empirically supported treatments.

_____ 19) Objective: Effective Use of Emotional Reactions in Therapy (Countertransference)
Understands and uses own emotional reactions to the patient productively in the treatment.

_____ 20) Objective: Group Therapy Skills and Preparation
Intervenes in group skillfully, attends to member participation, completion of therapeutic assignments, group communication, safety and confidentiality. If the group is psychoeducational, readies materials for group, and understands each session's goals and tasks.

_____ 21) Objective: Seeks Current Scientific Knowledge
Displays necessary self-direction in gathering clinical and research information practice independently and competently. Seeks out current scientific knowledge as needed to enhance knowledge about clinical practice and other relevant areas.

_____ 22) Objective: Develops and Implements Research Plan
Develops and implements plan for research or other professional writing or presentation.

NA = Not Applicable; A = Advanced; HI = High Intermediate; I = Intermediate; E = Entry Level; R = Needs Remedial Work

V: Competence in Professional Consultation

_____ 23) OBJECTIVE: CONSULTATION ASSESSMENT

Performs an assessment of the patient referred for consultation, incorporating mental status exam, structured interview techniques or psychological assessment, as needed, to answer the referral question.

_____ 24) OBJECTIVE: CONSULTATIVE GUIDANCE

Gives the appropriate level of guidance when providing consultation to other health care professionals, taking into account their level of knowledge about psychological theories, methods and principles.

NA = Not Applicable; A = Advanced; HI = High Intermediate; I = Intermediate; E = Entry Level; R = Needs Remedial Work

VI: COMPETENCE IN SUPERVISION

_____ 25) OBJECTIVE: SUPERVISORY SKILLS

Demonstrates good knowledge of supervision techniques and employs these skills in a consistent and effective manner, seeking consultation as needed. Builds good rapport with supervisee.

SUPERVISOR COMMENTS

Summary of Strengths:

Areas of additional development or remediation, including recommendations:

CONCLUSIONS

REMEDIAL WORK INSTRUCTIONS

In the rare situation when it is recognized that a trainee needs remedial work, a competency assessment form should be filled out **immediately**, prior to any deadline date for evaluation, and shared with the trainee and the director of training. In order to allow the trainee to gain competency and meet passing criteria for the rotation, these areas must be addressed proactively and a remedial plan needs to be devised and implemented promptly.

GOAL FOR PRACTICUM EVALUATIONS

All competency areas will be rated at a level of **E** or higher. No competency areas will be rated as **R**.

GOAL FOR INTERN EVALUATIONS DONE PRIOR TO 12 MONTHS

All competency areas will be rated at a level of competence of **I** or higher. No competency areas will be rated as **R** or **E.**

GOAL FOR INTERN EVALUATIONS DONE AT 12 MONTHS

At least 80% of competency areas will be rated at level of competence of **HI** or higher. No competency areas will be rated as **R** or **E**. Note: exceptions would be specialty area rotations that would take a more intensive course of study to achieve this level of competency and the major supervisor, program director and trainee agree that a level of **I** is appropriate for that particular rotation, e.g. a neuropsychology rotation for a general track trainee.

The trainee HAS successfully completed the above goal. We have reviewed this evaluation together.

____ The trainee HAS NOT successfully completed the above goal. We have made a joint written remedial plan as attached, with specific dates indicated for completion. Once completed, the rotation will be re-evaluated using another evaluation form, or on this form, clearly marked with a different color ink. We have reviewed this evaluation together.

_____ _____

Supervisor Signature Date

TRAINEE COMMENTS REGARDING COMPETENCY EVALUATION (IF ANY):

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

_____ _____

Trainee Signature Date

Adapted from a feedback form developed by Janet Willer, PhD

Practicum/Internship Competency Evaluation (PICE)-Concrete Anchors

NA 1) OBJECTIVE: PROFESSIONAL INTERPERSONAL BEHAVIOR

Professional and appropriate interactions with treatment teams, peers and supervisors, seeks peer support as needed.

A Smooth working relationships, handles differences openly, tactfully and effectively.

HI Actively participates in team meetings. Appropriately seeks input from supervisors to cope with rare interpersonal concerns.

I Progressing well on providing input in a team setting. Effectively seeks assistance to cope with interpersonal concerns with colleagues.

E Ability to participate in team model is limited, relates well to peers and supervisors.

R May be withdrawn, overly confrontational, insensitive or may have had hostile interactions with colleagues.

NA 2) OBJECTIVE: SEEKS CONSULTATION/SUPERVISION

Seeks consultation or supervision as needed and uses it productively.

A Actively seeks consultation when treating complex cases and working with unfamiliar symptoms.

HI Open to feedback, shows awareness of strengths and weaknesses, uses supervision well when uncertain, occasionally over or under-estimates need for supervision

I Generally accepts supervision well, but occasionally defensive. Needs supervisory input for determination of readiness to try new skills.

E Needs intensive supervision and guidance, difficulty assessing own strengths and limitations.

R Frequently defensive and inflexible, resists important and necessary feedback.

NA 3) OBJECTIVE: USES POSITIVE COPING STRATEGIES

Demonstrates positive coping strategies with personal and professional stressors and challenges. Maintains professional functioning and quality patient care.

A Good awareness of personal and professional problems. Stressors have only mild impact on professional practice.

Actively seeks supervision and/or personal therapy to resolve issues.

HI Good insight into impact of stressors on professional functioning, seeks supervisory input and/or personal therapy to minimize this impact.

I Needs significant supervision time to minimize the effect of stressors on professional functioning.

Accepts reassurance from supervisor well.

E Personal problems can significantly disrupt professional functioning.

R Denies problems or otherwise does not allow them to be addressed effectively.

NA 4) OBJECTIVE: PROFESSIONAL RESPONSIBILITY AND DOCUMENTATION

Responsible for key patient care tasks (e.g. phone calls, letters, case management), completes tasks promptly. All patient contacts, including scheduled and unscheduled appointments, and phone contacts are well documented. Records include crucial information.

A Maintains complete records of all patient contacts and pertinent information. Notes are clear, concise and timely. Takes initiative in ensuring that key tasks are accomplished. Records always include crucial information.

HI Maintains timely and appropriate records; may forget some minor details or brief contacts (e.g. phone calls from patient), but recognizes these oversights and retroactively documents appropriately. Records always include crucial information.

I Uses supervisory feedback well to improve documentation. Needs regular feedback about what to document. Rarely, may leave out necessary information, and occasionally may include excessive information. Most documentation is timely.

E Needs considerable direction from supervisor. May leave out crucial information.

R May seem unconcerned about documentation. May neglect to document patient contacts. Documentation may be disorganized, unclear or excessively late.

NA **5) OBJECTIVE: EFFICIENCY AND TIME MANAGEMENT**

Efficient and effective time management. Keeps scheduled appointments and meetings on time. Keeps supervisors aware of whereabouts as needed. Minimizes unplanned leave, whenever possible.

A Efficient in accomplishing tasks without prompting, deadlines or reminders. Excellent time management skills regarding appointments, meetings and leave.

HI Typically completes clinical work/patient care within scheduled hours. Generally on time. Accomplishes tasks in a timely manner, but needs occasional deadlines or reminders.

I Completes work effectively and promptly by using supervision time for guidance. Regularly needs deadlines or reminders.

E Highly dependent on reminders or deadlines.

R Frequently has difficulty with timeliness fashion. Or tardiness or unaccounted absences are a problem.

NA **6) OBJECTIVE: KNOWLEDGE OF ETHICS AND LAW**

Demonstrates good knowledge of ethical principles and state law. Consistently applies these appropriately, seeking consultation as needed.

A Spontaneously and consistently identifies ethical and legal issues and addresses them proactively. Judgment is reliable about when consultation is needed.

HI Consistently recognizes ethical and legal issues, appropriately asks for supervisory input.

I Generally recognizes situation where ethical and legal issues might be pertinent, is responsive to supervisory input.

E Often unaware of important ethical and legal issues.

R Disregards important supervisory input regarding ethics or law.

NA **7) OBJECTIVE: ADMINISTRATIVE COMPETENCY**

Demonstrates a growing ability to accomplish administrative tasks. Prioritizes appropriately. Shows a growing autonomy in management of larger administrative, research or clinical projects.

A Independently assesses the larger task to be accomplished, breaks the task into smaller ones and develops a timetable. Prioritizes various tasks and deadlines efficiently and without need for supervisory input. Makes adjustments to priorities as demands evolve.

HI Identifies components of the larger task and works independently on them. Needs some supervisory guidance to successfully accomplish large tasks within the timeframe allotted. Identifies priorities but needs input to structure some aspects of task.

I Completes work effectively, using supervision time to identify priorities and develop plans to accomplish tasks. Receptive to supervisory input to develop own skills in administration.

E Trainee takes on responsibility, then has difficulty asking for guidance or accomplishing goals within timeframe.

R Deadline passes without task being done. Not receptive to supervisory input about own difficulties in this process.

NA 8) OBJECTIVE: PATIENT RAPPORT

Consistently achieves a good rapport with patients.

A Establishes quality relationships with almost all patients, reliably identifies potentially challenging patients and seeks supervision.

HI Generally comfortable and relaxed with patients, handles anxiety-provoking or awkward situations adequately so that they do not undermine therapeutic success.

I Actively developing skills with new populations. Relates well when has prior experience with the population.

E Has difficulty establishing rapport.

R Alienates patients or shows little ability to recognize problems.

NA 9) OBJECTIVE: SENSITIVITY TO PATIENT DIVERSITY

Sensitive to the cultural and individual diversity of patients. Committed to providing culturally sensitive services.

A Discusses individual differences with patients when appropriate. Acknowledges and respects differences that exist between self and clients in terms of race, ethnicity, culture and other individual difference variables. Recognizes when more information is needed regarding patient differences and seeks out information autonomously. Aware of own limits to expertise.

HI In supervision, recognizes and openly discusses limits to competence with diverse clients.

I Has significant lack of knowledge regarding some patient groups, but resolves such issues effectively through supervision. Open to feedback regarding limits of competence.

E Is beginning to learn to recognize beliefs which limit effectiveness with patient populations.

R Has been unable or unwilling to surmount own belief system to deal effectively with diverse patients.

NA 10) OBJECTIVE: AWARENESS OF OWN CULTURAL AND ETHNIC BACKGROUND

Aware of own background and its impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.

A Accurately self-monitors own responses to differences, and differentiates these from patient responses. Aware of personal impact on clients different from self. Thoughtful about own cultural identity. Reliably seeks supervision when uncertain.

HI Aware of own cultural background. Uses supervision well to examine this in psychological work. Readily acknowledges own culturally-based assumptions when these are identified in supervision.

I Uses supervision well to recognize own cultural background and how this impacts psychological work. Comfortable with some differences that exist between self and clients and working well on others. May occasionally deny discomfort with patients to avoid discussing relevant personal and patient identity issues.

E Growing awareness of own cultural background and how this affects psychological work. Can make interpretations and conceptualizations from culturally-based assumptions. Responds well to supervision.

R Has little insight into own cultural beliefs even after supervision.

NA 11) OBJECTIVE: DIAGNOSTIC SKILL

Demonstrates a thorough working knowledge of diagnostic nomenclature and DSM multiaxial classification. Utilizes historical, interview and psychometric data to diagnose accurately.

A Demonstrates a thorough knowledge of psychiatric classification, including multiaxial diagnoses and relevant diagnostic criteria to develop an accurate diagnostic formulation autonomously.

HI Has a good working knowledge of psychiatric diagnoses. Is thorough in consideration of relevant patient data, and diagnostic accuracy is typically good. Uses supervision well in more complicated cases involving multiple or more unusual diagnoses.

I Understands basic diagnostic nomenclature and is able to accurately diagnosis many psychiatric problems. May miss relevant patient data when making a diagnosis. Requires supervisory input on most complex diagnostic decision-making.

E/R Has significant deficits in understanding of the psychiatric classification system and/or ability to use DSM-IV criteria to develop a diagnostic conceptualization.

NA 12) OBJECTIVE: PSYCHOLOGICAL TEST SELECTION AND ADMINISTRATION

Promptly and proficiently administers commonly used tests in his/her area of practice. Appropriately chooses the tests to be administered.

A Proficiently administers all tests. Completes all testing efficiently. Autonomously chooses appropriate tests to answer referral question.

HI Occasional input needed regarding fine points of test administration. Occasionally needs reassurance that selected tests are appropriate.

I Needs continued supervision on frequently administered tests. Needs occasional consultation regarding appropriate tests to administer.

E/R Test administration is irregular, slow. Or often needs to recall patient to further testing sessions due to poor choice of tests administered.

NA 13) OBJECTIVE: PSYCHOLOGICAL TEST INTERPRETATION

Interprets the results of psychological tests used in his/her area of practice.

A Skillfully and efficiently interprets tests autonomously. Makes accurate independent diagnostic formulations on a variety of syndromes. Accurately interprets and integrates results prior to supervision session.

HI Demonstrates knowledge of scoring methods, reaches appropriate conclusions with some support from supervision.

I Completes assessments on typical patients with some supervisory input, occasionally uncertain how to handle difficult patients or unusual findings. Understands basic use of tests, may occasionally reach inaccurate conclusions or take computer interpretation packages too literally.

E/R Significant deficits in understanding of psychological testing, over-reliance on computer interpretation packages for interpretation. Repeatedly omits significant issues from assessments, reaches inaccurate or insupportable conclusions.

NA 14) OBJECTIVE: ASSESSMENT WRITING SKILLS

Writes a well-organized psychological report. Answers the referral question clearly and provides the referral source with specific recommendations.

A Report is clear and thorough, follows a coherent outline, is an effective summary of major relevant issues. Relevant test results are woven into the report as supportive evidence. Recommendations are related to referral questions.

HI Report covers essential points without serious error, may need polish in cohesiveness and organization. Readily completes assessments with minimal supervisory input, makes useful and relevant recommendations.

I Uses supervision effectively for assistance in determining important points to highlight.

E/R Inaccurate conclusions or grammar interfere with communication. Or reports are poorly organized and require major rewrites.

NA 15) OBJECTIVE: FEEDBACK REGARDING ASSESSMENT

Plans and carries out a feedback interview. Explains the test results in terms the patient and/or caregiver can understand, provides suitable recommendations and responds to issues raised by patient or caregiver.

A Plans and implements the feedback session appropriately. Foresees areas of difficulty in the session and responds empathically to patient or caregiver concerns. Adjusts personal style and complexity of language and feedback details to accommodate patient or caregiver needs.

HI With input from supervisor, develops and implements a plan for the feedback session. May need some assistance to identify issues which may become problematic in the feedback session. May need intervention from supervisor to accommodate specific needs of patient or family.

I Develops plan for feedback session with the supervisor. Presents basic assessment results and supervisor addresses more complex issues. Continues to benefit from feedback on strengths and areas for improvement.

E Supervisor frequently needs to assume leadership in feedback sessions to ensure correct feedback is given or to address emotional issues of patient or caregiver. **R** Does not modify interpersonal style in response to feedback.

NA 16) OBJECTIVE: PATIENT RISK MANAGEMENT AND CONFIDENTIALITY

Effectively evaluates, manages and documents patient risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. Collaborates with patients in crisis to make appropriate short-term safety plans, and intensify treatment as needed. Discusses all applicable confidentiality issues openly with patients.

A Assesses and documents all risk situations fully prior to leaving the worksite for the day. Appropriate actions taken to manage patient risk situations (e.g. escorting patient to ER) are initiated immediately, then consultation and confirmation of supervisor is sought. Establishes appropriate short-term crisis plans with patients.

HI Aware of how to cope with safety issues, continues to need occasional reassurance in supervision. Asks for input regarding documentation of risk as needed. Sometimes can

initiate appropriate actions to manage patient risk, sometimes needs input of supervisor first. May occasionally forget to discuss confidentiality issues promptly.

I Recognizes potentially problematic cases, but needs guidance regarding evaluation of patient risk. Supervision is needed to cope with safety issues; afterwards trainee handles them well. Can be trusted to seek consultation immediately if needed, while patient is still on site. Needs to refine crisis plans in collaboration with supervisor. Needs input regarding documentation of risk. Occasionally needs prompting to discuss confidentiality issues with patient.

E Delays or forgets to ask about important safety issues. Does not document risk appropriately. But does not let patient leave site without seeking "spot" supervision for the crisis. Does not remember to address confidentiality issues, needs frequent prompting. Fear may overwhelm abilities in patient crises.

R Makes inadequate assessment or plan, then lets patient leave site before consulting supervisor.

NA 17) OBJECTIVE: CASE CONCEPTUALIZATION AND TREATMENT GOALS

Formulates a useful case conceptualization that draws on theoretical and research knowledge. Collaborates with patient to form appropriate treatment goals.

A Independently produces good case conceptualizations within own preferred theoretical orientation, can also draw some insights into case from other orientations. Consistently sets realistic goals with patients.

HI Reaches case conceptualization on own, recognizes improvements when pointed out by supervisor. Readily identifies emotional issues but sometimes needs supervision for clarification. Sets appropriate goals with occasional prompting from supervisor, distinguishes realistic and unrealistic goals.

I Reaches case conceptualization with supervisory assistance. Aware of emotional issues when they are clearly
stated by the patient, needs supervision for development of awareness of underlying issues. Requires ongoing supervision to set therapeutic goals aside from those presented by patient.

E/R Responses to patients indicate significant inadequacies in theoretical understanding and case formulation. Misses or misperceives important emotional issues. Unable to set appropriate treatment goals with patient.

NA 18) OBJECTIVE: THERAPEUTIC INTERVENTIONS

Interventions are well-timed, effective and consistent with empirically supported treatments.

A Interventions and interpretations facilitate patient acceptance and change. Demonstrates motivation to increase knowledge and expand range of interventions through reading and consultation as needed.

HI Most interventions and interpretations facilitate patient acceptance and change. Supervisory assistance needed for timing and delivery of more difficult interventions.

I Many interventions and interpretations are delivered and timed well. Needs supervision to plan interventions and clarify interpretations.

E/R Most interventions and interpretations are rejected by patient. Has frequent difficulty targeting interventions to patients' level of understanding and motivation.

NA 19) OBJECTIVE: EFFECTIVE USE OF EMOTIONAL REACTIONS IN THERAPY

(COUNTERTRANSFERENCE)

Understands and uses own emotional reactions to the patient productively in the treatment.

A During session, uses countertransference to formulate hypotheses about patient's current and historical social interactions, presents appropriate interpretations and interventions. Able to identify own issues that impact the therapeutic process and has ideas for coping with them. Seeks consultation as needed for complex cases.

HI Uses countertransference to formulate hypotheses about the patient during supervision sessions. Can identify own issues that impact therapeutic process. Interventions generally presented in the following session.

I Understands basic concepts of countertransference. Can identify own emotional reactions to patient as countertransference. Supervisory input is frequently needed to process the information gained.

E When feeling anger, frustration or other intense emotional response to the patient, blames patient at times. Welcomes supervisory input and can reframe own emotional response to the session.

R Unable to see countertransference issues, even with supervisory input.

NA 20) OBJECTIVE: GROUP THERAPY SKILLS AND PREPARATION

Intervenes in group skillfully, attends to member participation, completion of therapeutic assignments, group communication, safety and confidentiality. If the group is psychoeducational, readies materials for group, and understands each session's goals and tasks.

A Elicits participation and cooperation from all members, confronts group problems appropriately and independently, and independently prepares for each session with little or no prompting. Can manage group alone in absence of co-therapist/supervisor with follow-up supervision later.

HI Seeks input on group process issues as needed, then works to apply new knowledge and skills. Needs occasional feedback concerning strengths and weaknesses. Generally prepared for group sessions.

I Welcomes ongoing supervision to identify key issues and initiate group interaction. Actively working on identifying own strengths and weaknesses as a group leader. Identifies problematic issues in group process but requires assistance to handle them. May require assistance organizing group materials.

E Has significant inadequacies in understanding and implementation of group process. Unable to maintain control in group sufficient to cover content areas. Preparation is sometimes disorganized.

R Defensive or lacks insight when discussing strengths and weaknesses. Frequently unprepared for content or with materials.

NA 21) OBJECTIVE: SEEKS CURRENT SCIENTIFIC KNOWLEDGE

Displays necessary self-direction in gathering clinical and research information practice independently and competently. Seeks out current scientific knowledge as needed to enhance knowledge about clinical practice and other relevant areas.

A Fully dedicated to expanding knowledge and skills, independently seeks out information to enhance clinical practice utilizing available databases, professional literature, seminars and training sessions, and other resources.

HI Shows initiative, eager to learn, beginning to take steps to enhance own learning. Identifies areas of needed knowledge with specific clients. Asks for and responsive to supervisor's suggestions of additional informational resources, and pursues those suggestions.

I/E Open to learning, but waits for supervisor to provide guidance. When provided with appropriate resources, willingly uses the information provided and uses supervisor's knowledge to enhance own understanding.

R Unwilling to acquire or incorporate new information into practice. Resists suggestions to expand clinical perspective. Procrastinates on readings assigned by supervisor.

NA 22) OBJECTIVE: DEVELOPS AND IMPLEMENTS RESEARCH PLAN

Develops and implements plan for research or other professional writing or presentation.

A Develops research plan alone or in conjunction with a colleague. Is a full and equal participant in the project.

HI Provides substantive input into the plan. Demonstrates ability to execute at least one aspect of the project independently.

I/E Provides helpful suggestions regarding design and implementation of a colleague's plan. Provides significant assistance in the accomplishment of the project.

R Does not follow-through with responsibilities in development or implementation of plan.

NA 23) OBJECTIVE: CONSULTATION ASSESSMENT

Performs an assessment of the patient referred for consultation, incorporating mental status exam, structured interview techniques or psychological assessment, as needed, to answer the referral question.

A Chooses appropriate means of assessment to respond effectively to the referral question; reports and progress notes are well-organized and provide useful and relevant recommendations with minimal supervisory input.

HI Occasional input is needed regarding appropriate measures of assessment and effective write-up of report or progress notes to best answer the referral question

I/E Needs continued supervision regarding appropriate assessment techniques to complete consultations as well as input regarding integration of findings and recommendations.

R Consultation reports and progress notes are poorly written and/or organized. Fails to incorporate relevant information and/or use appropriate measures of assessment necessary to answer the referral question.

NA 24) OBJECTIVE: CONSULTATIVE GUIDANCE

Gives the appropriate level of guidance when providing consultation to other health care professionals, taking into account their level of knowledge about psychological theories, methods and principles.

A Relates well to those seeking input, is able to provide appropriate feedback.

HI Requires occasional input regarding the manner of delivery or type of feedback given.

I/E Needs continued guidance. May need continued input regarding appropriate feedback and knowledge level of other professionals.

R Unable to establish rapport.

NA 25) OBJECTIVE: SUPERVISORY SKILLS

Demonstrates good knowledge of supervision techniques and employs these skills in a consistent and effective manner, seeking consultation as needed. Builds good rapport with supervisee.

A Spontaneously and consistently applies supervision skills. Supervisee verbalizes appreciation of trainee's input.

HI Consistently recognizes relevant issues, needs occasional guidance and supervisory input. Well thought of by supervisee. Supervisee recognizes at least one significant strength of trainee as a supervisor as documented on evaluation form.

I Generally recognizes relevant issues, needs guidance regarding supervision skills. Supervisee finds input helpful.
Trainee is rated by supervisee at the satisfactory or higher level in all areas.

R Unable to provide helpful supervision.

UNIVERSITY OF HOUSTON
Supervisor Evaluation Form Ph.D. in School Psychology Program

This form is available and should be completed by students online via Qualtrics according to timelines set forth by the course instructor. Students will receive a unique link each semester to submit to the program.

Practicum Site:_____
Supervisor:_____ Supervisee:_____
Semester:_____

Please complete the following evaluation form by circling the appropriate rating for each of the content area statements:

Scale for Rating Competencies:

1- **Applicable training needs not met**
2- **Training needs somewhat met**
3- **Training needs adequately met**
4- **Training needs exceeded**

In the "Comments" section, please include any general information regarding any expectations of the supervisee.

Content Area to Consider	**Exceeded**	**Adequately Met**	**Somewhat Met**	**Not Met**	**Not Applicable**
Expectations					
Had appropriate expectations of me:	4	3	2	1	0
The workload was manageable but challenging:	4	3	2	1	0
Established clear goals and expectations:	4	3	2	1	0
Comments:					

Content Areas to Consider	**Exceeded**	**Adequately Met**	**Somewhat Met**	**Not Met**	**Not Applicable**
Supervisory Relationship					
Treated me with respect:	4	3	2	1	0

Demonstrates involvement and commitment to supervision:	4	3	2	1	0
Created a comfortable, "safe" atmosphere:	4	3	2	1	0
Was open to feedback from you about your needs:	4	3	2	1	0
Served as a role model:	4	3	2	1	0
Gave constructive feedback in a positive and supportive manner:	4	3	2	1	0
Comments:					
Supervision Skills					
Provided helpful suggestions/guidance on clinical cases:	4	3	2	1	0
Used appropriate didactic material and can suggest additional readings and training:	4	3	2	1	0
Helps define and clarify goals for counseling and/or assessment:	4	3	2	1	0
Encouraged independent thought:	4	3	2	1	0
Provided an overall evaluation of supervisor's strengths and limitations:	4	3	2	1	0
Comments:					
Availability					
Offered regular, scheduled supervision meetings:	4	3	2	1	0
Was available outside of scheduled appointments:	4	3	2	1	0
Comments:					

Content Areas to Consider	**Exceeded**	**Adequately Met**	**Somewhat Met**	**Not Met**	**Not Applicable**
Multicultural Issues					

Showed awareness of diversity issues:	4	3	2	1	0
Discussed cultural issues relevant to therapeutic relationship:	4	3	2	1	0
Comments:					
Professional Ethics					
Introduced and discussed professional and ethical issues as needed:	4	3	2	1	0
Modeled professional and ethical practices:	4	3	2	1	0
When necessary, supervisor served as a liaison in making referrals for the supervisee:	4	3	2	1	0
Differentiates between therapy and supervision and aids supervisee in doing so as well:	4	3	2	1	0
Comments:					
Overall Rating of Supervisor	4	3	2	1	0
Comments:					

What do you consider to be the **Strengths** of this supervisor?

What do you consider to be the **Weaknesses** of this supervisor?

What are your suggestions for improving this supervision experience?

Student Rating Form for Practicum Sites

This form is available and should be completed by students online via Qualtrics according to timelines set forth by the course instructor. Students will receive a unique link each semester to submit to the program.

WHICH SITE ARE YOU RATING? _____

FROM WHICH PRACTICUM ROTATION DID YOU GAIN EXPOSURE TO THIS SITE? (CIRCLE ONE)

SCHOOL PSYCHOLOGY PRACTICUM (SP) ADVANCE PRACTICUM (AP)

PSYCHOLOGY PRACTICUM (PP)

PLEASE RATE THE EXTENT TO WHICH THE PRACTICUM SETTING FACILITATED THE FOLLOWING:
(N/O = NO OPPORTUNITY)

1. DEVELOPING PROGRAM COMPETENCIES N/O 1 2 3 4 5
2. MEETING YOUR PERSONAL GOALS N/O 1 2 3 4 5
3. EXPOSURE TO DIVERSE POPULATIONS N/O 1 2 3 4 5
4. PROFESSIONAL WORK ATMOSPHERE N/O 1 2 3 4 5
5. FEEDBACK/SUPERVISION FROM STAFF/FACULTY AT SITE N/O 1 2 3 4 5
6. PROFESSIONAL SETTING/WORK CONDITIONS N/O 1 2 3 4 5
7. WORKING AS PART OF A TEAM N/O 1 2 3 4 5
8. RESEARCH EXPERIENCE AT SITE N/O 1 2 3 4 5
9. FLEXIBILITY OF WORK HOURS N/O 1 2 3 4 5
10. UTILIZATION OF A RANGE OF SKILLS

    (E.G., SUPERVISION OF OTHERS, COUNSELING,

    ASSESSMENT, CONSULTATION, PREVENTION, ETC.) N/O 1 2 3 4 5

WHAT ARE YOUR SUGGESTIONS FOR IMPROVING THIS SITE?

APPENDIX H: PRACTICUM APPLICATION FORM

Student Name: _____ ***Practicum Type (circle): SP LSSP AP***

Year in Program: _____ ***Date:***_____

- **ALL** students who wish to be considered for a practicum placement **MUST** complete and submit this application. Students should identify three (3) sites that they believe will meet their needs. Students should submit this application to their advisor when ready, usually immediately after the practicum fair**.**
- This form is used to facilitate the faculty's evaluation of the extent to which the student's practicum choices match their training needs and preparation.
- Students should NOT initiate any formal contact with any potential practicum supervisors (conversations with practicum supervisors at the Practicum Fair are considered informal) until AFTER the student's advisor approves a potential placement(s).

1) In one sentence indicate that kind of *applied* competencies (i.e., practitioner) you have developed in your prior practicum settings (i.e., types of assessment, intervention, consultation, program development/evaluation, administrative competencies)

2) In one or 2 sentences indicate the breadth and depth of *applied* competencies (i.e., practitioner) you need to develop in your future practicum settings (i.e., types of assessment, intervention, consultation, program development/evaluation, administrative competencies) to enhance your competitiveness for APA-accredited internship sites.

3) Rank order up to three practicum sites you wish to apply for and indicate which of the above competencies you expect to develop, broaden and/or deepen at each site, and why you have those expectations.

a) Top site:
Competencies and why:

b) 2nd site:
Competencies and why

c) 3rd site:
Competencies and why:

APPENDIX I: PRACTICUM AGREEMENT TEMPLATE

Note: Please see the syllabus for your practicum course for a template specific to your practicum experience.

Practicum Agreement Between the University of Houston School Psychology Ph.D. Program and XXXX

By signing below, the student, site supervisor, and the faculty supervisor agree to the following:

Goals and the practicum experience: (This should be based on the practicum student's application for a practicum site, updated in consultation with their site and practicum supervisor).
1.
2. etc.

Expectations of the student's professional expectations and quality and quantity of work: (e.g., professional dress and demeanor, adherence to policies and procedures of the organization, beginning professional competency, work days and hours, etc.).

1.
2. etc.

Expectations for the nature of experiences offered in the setting: (e.g., individual assessment, consultation, staff meetings, continuing education, interprofessional collaboration, etc.).

1.
2. etc.

Expectations for supervision: (e.g., frequency and amount of group or individual supervision, plan for crisis supervision, ***plan for direct supervision—which must occur at least once a semester, etc***.)

1.
2. etc.

_____ _____
Practicum Student Date

_____ _____
Practicum Site Supervisor Date

_____ _____
UH Faculty Supervisor Date

APPENDIX J: APPROVAL PROCESS FOR ADVANCED PRACTICUM (AP) AND SCHOOL PSYCHOLOGY (SP) PRACTICUM SITES

Advanced Practicum (AP).
When faculty or students identify a site they believe would be appropriate for the Advanced Practicum (AP), the following process is followed:

1. The potential value of the site is discussed at a monthly program meeting in terms of its potential benefit to student competency development, including unusual circumstances (e.g., for a 2nd AP a student may wish to pursue more specialized training to be more competitive for a particular internship site or for later employment).

2. If the faculty agrees the site is worth investigating, the faculty practicum supervisor sends the site supervisor (who must be a licensed psychologist, except in unusual circumstances) a copy of the AP Expectations and Responsibilities document. This document specifies that the primary intention of the practicum must be student training, that no more than 50% of the student's time may be in face-face client contact, and several other requirements.

3. If the site supervisor believes the site meets the requirements outlined in this document the site must be visited by the UH Faculty Supervisor (and other interested parties, at the discretion of the faculty supervisor). During this visit, all parties review the expectations and responsibilities and if all are in agreement, a written agreement between the site and the program will be signed.

4. Before a student can be formally placed at site the agreement must be signed by the faculty and site supervisors and the AP Letter of Agreement, or APLA, must be signed by the student, the site supervisor and the faculty supervisor. Before it is signed the APLA must specify the goals, content, experiences and expectations for the AP.

(SP) Practicum
To be considered appropriate, school-based school psychology (SP) practicum sites undergo similar evaluation by the faculty. A parallel approval process to that outlined for the AP is then followed.

APPENDIX K: NON-ACCREDITED INTERNSHIP DESCRIPTION

University of Houston

School Psychology Ph.D. Program

Non-accredited Internship Requirements

Aims and Objectives: Upon completing this internship, the intern will have satisfied the pre-doctoral training requirement of the School Psychology Ph.D. Program at the University of Houston. Toward this end, the internship must fulfill the internship requirements of the American Psychological Association and the National Association of School Psychologists (NASP). Furthermore, the internship guidelines are consistent with the Council of Directors or School Psychology Ph.D. Programs (CDSPP) and the Association of Psychology Postdoctoral and Internship Centers (APPIC). By following the regulations and guidelines incorporated into this predoctoral internship training plan, completion of this internship and the Ph.D. Program will make the student eligible for state licensure and national certification as a school psychologist. This document is organized around the CDSPP internship expectations and APA COA Standard II.B.4.a-b and IR C-17 D

- This training plan must be approved and signed by all parties and formally agreed upon before the student begins the internship.

- In addition to having a signed training plan, the University of Houston and the internship site will sign a training agreement (i.e., memorandum of understanding) approved by institution leadership (e.g., the Provost at the University of Houston and the Director of Psychology at the internship site).

The Nature and Appropriateness of the Training Activities

The pre-doctoral intern will have the opportunity to develop doctoral-level competencies in professional conduct, ethics, legal matters, individual and cultural diversity, psychological diagnosis and assessment, evidence-based intervention, and to fulfill relevant credentialing requirements. This internship experience will allow the intern to develop competency in assessment, consultation, evidence-based direct intervention and counseling, professional development, supervision, collaboration, and research at the level expected for a doctoral-level school psychologist. The pre-doctoral internship will differ from the LSSP internship provided for master's level interns. As a pre-doctoral intern, there will be increased exposure and experience as well as expectations for performance commensurate with the more advanced doctoral-level program training and at a post-practicum level of psychological service delivery. The training expectation is that students will start the pre-doctoral internship with a level of competence that meets or exceeds master’s level school and develop sufficient competence in all training areas to practice independently as a doctoral-level school psychologist. As such, the psychology internship is an organized training program appropriate for a pre-doctoral school psychology intern. In contrast to supervised experience or on-the-job training, this training experience is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose of the training agreement is to ensure the breadth and quality of training appropriate to develop and document doctoral-level competence to practice independently as a school psychologist.

Training Activities and Supervision

The Intern will spend at least 25% of their time providing direct (face-to-face) psychological services to clients, patients, or consultees, such as teachers or other mental health service providers. Full-time internships must be at least nine months long, and half-time internships must be completed within 24 months. This translates to a minimum of 375 hours out of 1500 doctoral internship hours.

The internship training plan will have a clear statement of statement of the goals and objectives of the training activities and how the training and related competences are tracked and measured. The plan must include a description of the nature, location, and sequence of direct service experiences. The training plan must include a description of the training curriculum (i.e., the content, duration, and frequency of the training activities). The plan must include a description of how the psychology training program will be integrated into the larger organization. The internship-level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status. The internship training plan must be primarily based on experiential learning which provides psychological services directly to consumers in the form of psychological assessment, treatment, and consultation and exposes interns to a variety of types of psychological services and consumers.

Quantity and nature of supervision: Full-time interns must receive at least 2 hours of direct supervision with their primary supervisors each week. Depending on clinical needs, increased hours of supervision are expected. The required hours shall be through face-to-face individual supervision (rural sites may use visual telecommunication technology in unusual circumstances and when face-to-face supervision is impractical but must demonstrate that such technology provides sufficient oversight). Programs shall adhere to all requirements of their state licensing boards.

Direct observation by the primary supervisor of the psychological services delivered by the intern is a requirement of all interns in APA-accredited doctoral programs. The primary supervisor must observe the trainee with the specific intent of evaluating the trainee's clinical deportment and skills in psychological service delivery and providing formative and summative feedback to the trainee and the university program.

In addition to the individual supervision with the primary supervisor, the intern will spend at least two additional hours per week in a scheduled group or individual supervision, conducted by an appropriately credentialed allied health service provider (e.g., doctoral-level psychologist, credentialed school psychologist, etc.). Direct observation by the supervisor of intern peer consultation and/or peer supervision skills may occur as part of this weekly supervision experience.

Peer interaction. The internship agency must have a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week). The minimum number of interns must be on site and in training at the time of the initial application for APPIC membership. The Internship agency will create opportunities for personal (face-to-face) interaction with peers in formal settings in the training program and on the training site during each training week. Part-time internships must ensure that intern schedules sufficiently overlap to allow substantial and meaningful peer contact. Internship programs that do not have a minimum of two interns may create consortium training agreements for peer experiences at least 2 hours per week.

Additional supervised experiences may be arranged by entering into formal internship agreements with other entities, such as other school districts, clinics, or university doctoral programs. If additional arrangements are made, the Director of the UH School Psychology Ph.D. Program should be notified for review and approval, particularly if it supplants the supervision by the primary supervisors.

Credentials of Supervisors

The internship agency must employ a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency must have at least two psychologists on staff serving as primary supervisors for the intern. The full-time internship must provide at least two hours per week of regularly scheduled individual supervision by two doctoral-level psychologists licensed for practice at the independent level with the specific intent of evaluating the psychological services rendered directly by the intern and supporting the intern in the role of psychological *health* service provider. Supervisors need to be clearly designated by the agency as clinically responsible for the cases (for example, countersigning documentation or having their name on the treatment plan or case summary).

Evaluation of Intern Performance

At least twice a year the internship program will conduct a formal written evaluation of each trainee's performance. The written evaluation process provides comprehensive evaluative feedback to doctoral psychology interns. This evaluation provides summary information of performance in all major competence areas that are a focus of internship training. All parties will agree on an evaluation structure before the start of the internship that includes the Internship Competency Evaluation (ICE) rating form. During each evaluation, interns have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns.

Evaluation procedures should provide feedback that validates trainees' achievements by noting areas of unusual strength and excellence and facilitate trainees' further growth by identifying areas that would benefit from additional training. The program provides the doctoral psychology intern's graduate training director with feedback concerning the intern's progress in the internship program.

Demonstration of Competency at the Appropriate Level

The program uses the Internship Competency Evaluation (ICE) to measure competency at the appropriate level of the intern. At the start of the internship, all of the student's competencies should be, at a minimum, at the intermediate/developing level. At the mid-term evaluation, most of the student's competency should be rated as "competent to practice independently as a doctoral level school psychologist." Areas below this level should be targeted for improvement during the second half of the internship. By the end of the internship, students must be rated as competent to practice independently as a doctoral-level school psychologist in all areas on the ICE to quality for graduation from the program. Students with lower ratings than doctoral-level competency must complete remediation plans and, upon reevaluation, meet or exceed the minimum level of achievement (i.e., doctoral-level competency) before graduating. Students who successfully complete the internship will receive a certificate of completion.

Documentation of Internship Evaluation in Student Files

The program will maintain all records pertinent to non-accredited internships in the student's permanent file. These documents include:

1. A detailed training plan that complies with APA and NASP requirements approved and signed by all parties (i.e., program director, intern, and training director).

2. Tracking of internship activities, including weekly frequency and quality of individual and group supervision, direct service hours, peer contact, and other training activities.

3. Credentials of supervisors and documentation of the supervisor's role in the internship-providing organization (e.g., CVs and job description)

4. Evaluations of the intern completed at six and 12 months including completed Internship Competency Rating (ICE) forms.

5. Certificate of internship completion that states this was a predoctoral internship in psychology conforming to APA and NASP requirements.

6. Memorandum of understanding making a formal, legal agreement between the University of Houston and the internship sponsoring organization that affirms all elements of the training plan will be followed, how the program and internship leader will communicate, and the due process and grievance policies for students participating in the internship.

APPENDIX L: ANNUAL STUDENT DATA UPLOAD PROCESS AND CHECKLIST

The data for the annual review process include:

1. Annual uploads emailed to Deborah Gary: dagary@central.uh.edu
2. Annual SASE ratings completed via Qualtrics
3. Practicum related uploads, such PICE ratings entered on Qualtrics, practicum agreements, proof of professional liability insurance, and proof of health insurance.

After students upload files, faculty will review the files, then complete Faculty Annual Student Evaluation (FASE) ratings. The faculty will meet in mid- or late-May to compare FASE scores, share observations, and review SASE scores. Prior to the start of the fall semester, faculty advisors will have a discussion with students about annual progress, and then write a letter that will be part of the student's permanent record. The advisor will print two copies of the letter and give one to the student and one to the PHLS administrative support team to file in the student's program file.

Comments on products to be uploaded:

- **Annual Upload Cover Sheet** (see the end of this appendix). Give your name and year in program in the spaces provided. Place a check for each document attached.
- Examples of **Program Milestone Checklists** are found in Appendix B. Work with your advisor to select a checklist that best matches your matriculation plan but tweak the plan to best reflect your own plan.
- Up-to-date **CV**. Students may select their own format; however, we recommend writing the CV in a manner content consistent with APPIC applications. Please see the advisor or program director for examples.
- Up-to-date **Degree Plan**. Print your degree plan from MyAdvisor and add grades. Do NOT update your degree plan each year on MyAdvisor.
- **Personal statement** about progress in the program. This 250 to 500 word statement should summarize that student's reflection on their progress toward professional goals and development of pertinent competencies with particular attention to the previous year's evaluation, when applicable. This statement should also describe the student's progress on major research products in the program, such as their candidacy paper and dissertation.
- **Professional membership documentation**. Students are expected to belong to two professional organizations recognized by the program. Students should check with their advisor or program director if they are unsure if an organization qualifies for this requirement.
- Evidence of completion of at least two relevant professional **continuing education activities** in the previous year. Students should check with their advisor or program director if they are unsure if a continuation education activity qualifies for this requirement, preferably prior to completing the activity.

First Year

- A presentation from Professional Seminar (PHLS 8241) with instructor comments and rubric

- A written critique of the psychometrics of a psychology test or measure. This may be in the form of an assignment from a PHLS, SPEC, or EDRS class or follow the format used by the Burros institute (ask Dr. Gonzalez for examples, if necessary).
- DEIDENTIFIED Integrated Assessment Report from the Integrated Assessment Practicum

Second Year

- A critique of research article. This may be in the form of an assignment from a PHLS, SPEC, or EDRS class or follow the format used by journal reviewers (ask Dr. Smith for examples, if necessary).
- The final proposal with instructor comments and rubric from PHLS 8363 Research in School Psychology.
- Fall PICE from the school psychology practicum.
- Case presentation (DEIDENTIFIED) from the school psychology practicum, with instructor comments and graded rubric.
- Candidacy proposal presentation slides and rubric completed by the student's advisor (see Appendix D). This will be completed immediately after the proposal defense and shared or discussed with the student at that time.

Third Year

- Candidacy defense presentation slides and rubric completed by the student's advisor (Appendix D).
- Comprehensive Exam form signed by all parties (see Appendix E).
- GRE Psychology Test Report
- PRAXIS Test Report
- Fall PICE from LSSP internship or AP PICE.
- Case presentation from the practicum class, with instructor comments and graded rubric.
- Research report from 7317

Fourth Year

- Dissertation proposal presentation slides and rubric completed by the student's advisor (Appendix D).
- Fall PICE from LSSP internship or AP
- Case presentation from the practicum class, with instructor comments and rubric
- Supervision statement/philosophy (usually created in Supervision class)
- Comprehensive Exam form signed by all parties (see Appendix E).
- GRE Psychology Test Report
- PRAXIS Test Report
- Other (specify): _____

Fifth Year (Typical, may vary)

- Dissertation defense presentation slides and rubric completed by the student's advisor (Appendix D).
- Case presentation from the practicum class, with instructor comments and rubric
- APPIC Essays

Sixth Year (Typical, may vary)

- Internship evaluations shared with student.

Annual Student Evaluation Cover Sheet

Please complete this form and include it as the first page in a single file to be uploaded and emailed. Please check the box for each item included, and compile the files in the order of the checklist.

While items are separated by the year in the program they are typically completed (e.g., GRE Psychology test report is listed under the 4th year), you should include the milestones you have completed in the past year for your annual review even if they do not match your year of matriculation. For example, you may have completed your GRE Psychology test in the 2nd year, so you can include the report in your 2nd year uploads.

Name: _____ Date: _____

Year in Program (circle one): 1 2 3 4 5 6 7

Every year:

- ☐ Annual upload cover sheet
- ☐ Annual progress checklist
- ☐ Up to date CV
- ☐ Up to date degree plan with grades
- ☐ Personal progress statement
- ☐ Professional membership documentation (2)
- ☐ Preview year annual review letter (except 1st year)

1st year:

- ☐ Professional Seminar presentation
- ☐ Test or measure critique
- ☐ Integrated Assessment Report

2nd year:

- ☐ Research article critique
- ☐ Research proposal
- ☐ PICE for the fall semester
- ☐ Case Presentation
- ☐ Candidacy Proposal Meeting Slides and Rubric or timeline for completion
- ☐ Other (specify): _____

Note: **When completed, the full text of the completed candidacy or dissertation should be uploaded separate from this file. Only the candidacy and dissertation slides are uploaded in the annual evaluation file.**

3rd year:

- ☐ PICE from the fall semester
- ☐ Case Conceptualization
- ☐ PHLS 7317 research report

- ☐ Candidacy Defense Meeting Slides and Rubric or timeline for completion
- ☐ Other (specify): _____

4th year:

- ☐ PICE from the fall semester
- ☐ Case Conceptualization
- ☐ Comprehensive Exam form signed by all parties (see Appendix E).
- ☐ GRE Psychology Test Report
- ☐ PRAXIS Test Report
- ☐ Dissertation Proposal Meeting Slides and Rubric or timeline for completion
- ☐ Other (specify): _____

5th year:

- ☐ PICE from the fall semester
- ☐ Case Conceptualization
- ☐ Comprehensive Exam form signed by all parties (see Appendix E).
- ☐ GRE Psychology Test Report
- ☐ PRAXIS Test Report
- ☐ Dissertation Defense Meeting Slides and Rubric or timeline for completion
- ☐ APPIC Internship Essays (or timeline for internship)
- ☐ Other (specify): _____

6th year:

- ☐ PICE or Internship Evaluations from Fall Semester
- ☐ Other _____ (specify):
- ☐ Other _____ (specify):
- ☐ Other _____ (specify):

7th year and beyond (See 6th year format).

Comments or additional information:

APPENDIX M: USE OF THE COE ASSESSMENT LIBRARY

Please note that there are multiple ethical and legal considerations relevant to the use of copyrighted, norm-referenced, and other standardized materials that belong to the College of Education Assessment Library. In addition, these materials are expensive and sometimes difficult to replace. This document is intended to provide procedural oversight for the protection of the materials, including their interpretations and dissemination of results. In addition, it is important to recognize that the supervising faculty for the College of Education Assessment Library retain the right to exercise clinical, professional, or other judgement that is deemed to best serve the interest of the Assessment Library use. Though efforts will be made by these faculty to adhere to the outlined policies and procedures in this document, the final decision will rest with the supervising faculty.

❾ Under no circumstances are any materials in the COE Assessment Library for personal use, including but not limited to independent private practice.

Purpose of the COE Assessment Library

- The COE Assessment Library materials primarily serve the purpose of training graduate students in the use of evidence- based assessment. The COE strives to maintain the most up-to-date, comprehensive library of assessment instruments that meet technical requirements consistent with the Standards for Educational and Psychological Tests (AERA, APA, NCME, 2014). These kits are maintained to support course offerings and research. These kits are the property of the University of Houston, College of Education and have been purchased with state funds. As such, these kits may NOT be used for income generating activities (e.g., contract assessments, private practice, etc.).
- Testing materials are "secure" tests – sharing the tests or allowing others (e.g., friends, relatives, or colleagues who are not in or have not taken this course) to utilize, examine, etc. test materials and protocols violates test security and is a serious violation of ethical and professional practice. You should treat your test kit and protocols as very valuable possessions – **DO NOT LEAVE YOUR TESTING MATERIALS OR PROTOCOLS OUT.** If you must leave testing materials in your car, ensure that they are securely locked in your trunk.
- Borrowers **will be responsible for any and all damage, loss, or theft** that occurs while a test kit is signed out to them.

Use of COE Assessment Library

Use of assessment library materials for completion of assessment course requirements:

- Test kits and protocols may be checked out to students who are enrolled in SPEC 7340 (Assessment of Academic Achievement), SPEC 7392 (Assessment of Intellectual Abilities), PHLS 7393 (Integrated Assessment Practicum), PHLS 8347 (Assessment of Cognitive Abilities), PHLS 8349 (Advanced Psychological Assessment II), PHLS 8362 (Innovative Academic Assessment and Intervention: RTI), PHLS 8366 (Assessment of Child & Adolescent Affect, Behavior & Personality) SPEC 7394 (Educational Diagnostician Internship I) , SPEC 7395 (Educational Diagnostician Internship II) and other relevant assessment courses in the COE.

Use of assessment library materials for research:

- Faculty and students may use test materials that the COE Assessment Library already owns, and which are not being actively used in teaching an assessment course to support independent/joint

research at the University of Houston COE. However, the faculty and/or student must reimburse the Assessment Library for protocols consumed and reports generated. Protocols and score reports used on the University of Houston's campus must have all client identifying information removed and client score reports should be deleted from scoring software following generation of score reports.

- Before use of Assessment Library materials are granted for research purposes, individuals must submit the following to the Assessment Library Coordinator no less than 2 weeks prior to the date requested of review:
    - 1) Research Abstract
    - 2) Brief description of the intended use of the materials
    - 3) (FOR STUDENTS ONLY) A signed request from their research chair

Use of assessment library materials for other (non-UH) practica and internship:

- The use of materials for activities other than assessment-related coursework or research are considered on a case-by-case basis and must be undertaken in collaboration with the Assessment Library Coordinator and faculty supervisors for the Assessment Library.

TEST KIT CHECKOUT REQUIREMENTS AND PROCEDURES (ALL BORROWERS)

The COE strives to maintain the most up-to-date, comprehensive library of assessment instruments that meet technical requirements consistent with the *Standards for Educational and Psychological Tests* (AERA, APA, NCME, 2014). These kits are maintained to support course offerings and research. These kits are the property of the University of Houston, College of Education and have been purchased with state funds. As such, these kits may NOT be used for income generating activities (e.g., contract assessments, private practice, etc.). '

- Requirements: Students or faculty borrowing test kits for any reason are expected to follow all ethical standards regarding disclosure of test information, test security, confidentiality of data, and maintenance of records and protocols. Thus, test kits and protocols may be checked out only to students who have successfully completed or who are enrolled in SPEC 7340, SPEC 7392, SPEC 7394, SPEC 7395, PHLS 7393 (Integrated Assessment Practicum), PHLS 8347, PHLS 8349, PHLS 8362, or PHLS 8366, or their equivalents, or who have demonstrated competence in the use of the instrument they wish to check out (with their advisor's approval if not enrolled in one of the assessment or practicum courses at that time). If they lack competency within an instrument, their request must be accompanied by an email/letter from a faculty member or licensed psychologist practicum supervisor who is willing to supervise the student's training and use of the instrument.

Check-Out Procedures (In-Person):

Students/ Faculty who wish to check out assessment library materials must adhere to the following procedures:

Individuals must check out assessment library materials from the Assessment Library Coordinator. Materials will not be checked out to anyone other than the student who submitted the request. ***Note: These check-out procedures may look different for assessment courses, where the Assessment Library Coordinator is working with the professor of the course to coordinate how the exchanges procedures will look. More details about general procedures for assessment courses are outlined below.***

- The individual must:
    a) Scan the Test-Kit Check-Out QR Code (in library or provided by faculty) **OR**

b) Provide the Assessment Library Coordinator with the following information:
    - Name
    - UH Peoplesoft ID Number
    - Phone Number (XXX-XXX-XXXX)
    - Email Address
    - Date of Check-Out
    - Expected Date of Return

- Before signing out the test kit, it is the <u>responsibility of the individual checking out assessment library materials to be certain that all components listed on the catalog card are present in the kit.</u>
    a) Any missing components must be noted to the Assessment Library Coordinator **<u>BEFORE</u>** checkout.
    b) Any components that are not returned with the test kit will be the financial responsibility of the student.
    c) Please be aware that replacement items can only be ordered from the publisher, which means the publisher can charge whatever they like for replacement items, and we must pass the cost along to the individual if such an item is missing.

<u>Check-In Procedures (In-Person):</u>

- Test kits must be returned directly to the Assessment Library Coordinator during designated Assessment Library hours. There are few exceptions to this policy and must be considered only in written communication with the Assessment Library Coordinator.
- Please make sure that all materials are in the kit and provide the Assessment Library Coordinator with the same information during Check-Out (see above) **OR** scan the Test Kit Check-In QR Code in the Assessment Library.

<u>Information for Borrowers Enrolled in Assessment Courses:</u>

- All test kits must be returned to the Assessment Library no later than the last class day of the semester in which the kits are borrowed to avoid a possible bar on your registration, or other action as necessary to recover a missing test kit. It is the student's responsibility to keep track of all kits and protocols and communicate with the Assessment Library Coordinator regarding return of materials.
- Test kits must be returned directly to the Assessment Library Coordinator during designated office hours or the faculty of the course.

PROCEDURES IF ASSESSMENT MATERIALS ARE DAMAGED/ NOT RETURNED

<u>Failure to Return Materials at Expected Date of Return:</u>

- Schedule a time to drop off your assessment materials with the faculty of your course or Assessment Library Coordinator and send a confirmation email to the Assessment Library Coordinator within 24 hours of scheduled pick-up.
- If an emergency arises and you cannot drop off your assessment library materials at the schedule drop off time, please email the Assessment Library Coordinator as soon as possible.
- If you continue to not respond or schedule another drop-off time after **<u>2 weeks of expected assessment library material return</u>** (i.e., Expected Date of Return), the Assessment Library Coordinator will inform the Assessment Library supervisors.
    - Supervisors may place a hold on your student account until Assessment Library materials are returned, or you will receive an invoice for the replacement of any materials.

Damaged or Missing Assessment Library Materials:

- Please make sure that all materials are in the assessment library kit that you return. We will not check in any kits that have missing materials
- If your assessment library materials are damaged or missing, you will receive an email from the Assessment Library Coordinator.
    - Failure to retrieve missing items or if damages are beyond repair (determined by Assessment Library supervisors), you will receive an invoice for the replacement of any materials.

APPENDIX N: NON-TERMINAL MASTER'S DEGREE (M.Ed.) IN COUNSELING OPTION

A. Rationale

School Psychology doctoral students may earn the M.Ed. in Counseling on their way toward earning the doctoral degree. To obtain this Master's-degree-along-the-way: (a) required core and specialty course work must be completed, (b) the Comprehensive Examination must be passed, and (c) you must complete a General Petition. Please note that the required/specialty courses include both APA- required core courses and a number of specialty courses (see below), as well as one year of practicum plus candidacy research. At that point, they may apply for the degree. All courses must be passed with a grade of B- or higher, and the candidacy project must be successfully defended before the Master's degree is awarded. There is a university administrative fee associated with this degree. Note that the M.Ed. is a 60-hour degree, so you apply 12 elective hours to the degree plan in addition to the 48 required hours.

There are a number of advantages to offering the option of this Master's degree for our doctoral students. First, students often appreciate the feeling of achieving a concrete goal partway through their doctoral degree. Additionally, a Master's degree may open up additional internship opportunities for students, as there are some internships that require applicants to have a Master's degree. Acquiring a Master's degree may also allow students additional job opportunities as they move through the doctoral program.

For instructions on how to initiate this Master's degree, see below.

B. Curriculum Requirements

For School Psychology doctoral students, the following courses are required for the Master's degree (M.Ed. in Counseling): *Core Courses* 18 credits

1. PSYC 6304 Foundations in Developmental Psychology ***or*** PHLS 6330 Human Growth Development
2. PHLS 8322 Intermediate Statistical Analysis in Psychological and Educational Research
3. PHLS 8344 Biological Basis of Behavior ***or*** PSYC 6308 Foundations of Neuropsychology ***or*** PSYC 7342 Biological Bases of Behavior
4. PHLS 7317 Cognitive-Affective Bases of Behavior
5. PHLS 8302 Research Methods
6. PHLS 8352 Social Psychological Processes ***or***
   PSYC 6338 Foundations of Social Psychology ***or***
   PSYC 8397 Theories and Research in Social and Personality Psychology

Specialty Courses (30 credits)

1. PHLS 8348 Evidence-Based Practice with Children and Adolescents
2. PHLS 8361 Ecological-Behavioral Interventions
3. PHLS 8347 Assessment of Cognitive Abilities
4. PHLS 8364 Professional Practice in Psychology: Ethics, Law, and Professional Issues

5. PHLS 8337 Multicultural Issues in Counseling Psychology
6. PHLS 7398 Candidacy Research (candidacy project must be successfully defended before applying for the master's)
7. PHLS 8393 Practicum (four semesters- 12 credits)

Note: If a student has had any of these courses waived, it may be possible to develop some equivalency substitutions on an individual basis.

C. Timing of Submitting Master's Degree Paperwork

Master's tuition rates are higher than doctoral tuition rates. To avoid additional charges typically not covered by the graduate tuition fellowship (GTF), students must request to add the Master's degree right before the beginning of the Fall or Spring semester they plan to obtain their Master's degree (do not request to add the Master's degree plan for the summer term). Students must follow the procedures and timing described below to submit their master's degree paperwork.

Step 1: File a Graduate and Professional Student Petition

Step 1a: Submit a Graduate and Professional Student Petition within one of the two time-windows described below:

Fall term completion of Master's degree: For the Fall awarding of a Master's degree, submit a Graduate and Professional Student Petition **between July 15th of the previous Summer term and the first class day** of the Fall term *: Graduate and Professional Student Petition

Spring term completion of Master's degree: For the Spring awarding of a Master's degree, submit a Graduate and Professional Student Petition **between December 1st of the previous Fall term and the first class day of** the Spring term*: Graduate and Professional Student Petition

Step 1b: Check box #3 (Add a new concurrent degree).
Step 1c: In the "Explanation of Request" box, indicate the name of the new degree (i.e., M.Ed. in Counseling).

Step 1d: Sign and submit to your advisor for additional processing.

*Note that the Graduate and Professional Student Petition must be ***approved at all levels*** **before the last day to add classes in the respective** semester in which the master's degree will be awarded. *Failure to meet the deadlines described above means the GTF cannot absorb the additional charges and you will be charged for the difference in tuition between the doctoral and master's rates.

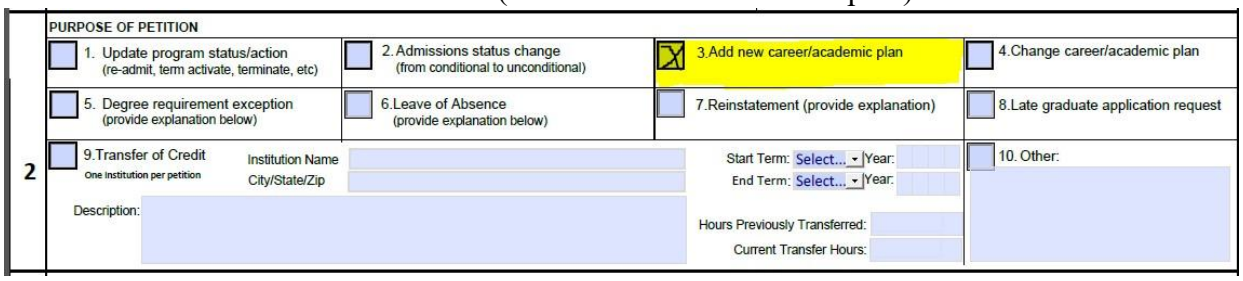
Find deadline dates on the current academic calendar:
http://publications.uh.edu/content.php?catoid=26&navoid=9746

Step 2: Once the Graduate and Professional Student Petition to add the degree has been approved, submit the **master's degree plan** in *MyAdvisor*, according to section VII.B above.

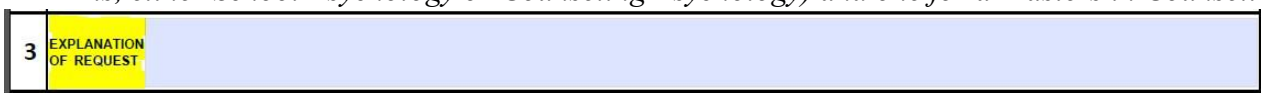
Step 3: You must graduate from the Master's program at the end of the term that you formally enroll in it. In order to do so, following the approval of the petition to add the Master's degree and the approval of the Master's degree plan, you must apply to graduate from the Master's degree program by the graduation application deadline for the same term in which the Master's degree plan is added to your record. This way you will be **enrolled as both a Masters and Doctoral student for only one semester.** The program cannot guarantee GTF coverage at the higher Master's rate beyond one term. The application to graduate is submitted via AccessUH.

Instructions to complete Petition for Masters Degree while in PhD Program

- Student will fill out the new Graduate and Professional Student Petition
- Make sure to fill out the entire form completely
- Place an "X" in box 3 of row 2 (Add new career/academic plan)



- Put the following explanation in row 3 (Explanation of Request) ○ *Please add a new **graduate** career with a plan of EPCOMED (this is the Counseling Masters). Do NOT delete the Ph.D. graduate career. I should have two careers: One for Ph.D. in ___(whatever their current plan is, either School Psychology or Counseling Psychology) and one for a Masters in Counseling.*



- The petition must be filled out completely and submitted at least or two before the "effective" term. A petition cannot be submitted after term start and be effective for the same term. It's best to submit at least two weeks prior to allow sufficient time for processing.
- Obtain advisor's signature and then route for signatures to the program director, department chair, Associate Dean for Graduate Studies, and then submit to the Office of Graduate of Studies for processing
- Student will need to actually apply for graduation (through Self-Service in PeopleSoft) and pay the fees in order to receive their degree. See Academic Calendar for dates.
- Contact the Office of Graduate Studies for assistance with this process. https://www.uh.edu/education/student-services/grad-sops-students/index

APPENDIX O: PROGRAM NORMS FOR INTERPERSONAL COMMUNICATION

SCHOOL PSYCHOLOGY PROGRAM: NORMS WHEN HAVING DIFFICULT OR UNCOMFORTABLE CONVERSATIONS

Written and Compiled by 2020 Climate Task Force: Anna Laakman, Elias Loria, Georgette Richardson, Jelisa Scott

PREFACE

Purpose: Why we are having difficulty or uncomfortable conversations?

- "Part of why we come together is because we have shared values"
- "These conversations are for betterment; these are goals for conversations"
- "[In] order for us to get better about this we need to have space to have that feedback"
- "We are going to hold space for people- we are going to hold space for you in this moment, not going to breeze past it"
- "The goal is not to agree, but to process and grow together"
- "Express growth and development but set boundaries"
- "We are all learning, and we are all in different places in our learning"

Objective: How do we intend to use program norms around having difficult or uncomfortable conversations?

- "Norms can be about inspiring and what we are aspiring for…we are trying to set up conditions that promote fruitful discussions that solve problems/inspire action"
- "Normalize talking about difficult topics"
- "What will guide us when we talk to one another about how to have difficult conversations"
- "What are the norms for addressing these things when they come up"

Shared Attitudes and Beliefs Around Having Difficult or Uncomfortable Conversations

Assume Positive Intent

- "Coming to the table and assuming positive intent but acknowledge that we will"
- "Assume we are not looking to harm one another"
- "Drop assumptions, it is easy to make attributions, easy to act if we don't do reality testing- approach it with openness. Hard to be open if we are carrying assumption, especially if we assume that we know what is going on"
- "Belief that we can help each other"
- "We all need to acknowledge that people are growing, and people have different experiences"

Commit to Self-Reflection, Learning and Growth

- "Terms are a big deal, being aware that things are offensive in the first place…getting training and exposure"
- "Everyone is at a different stage of learning and processing during this time and we need to allow space for learning and grace"
- "We are all learning, and we are all in different places in our learning"

- "We need to recognize [that] implicit bias is deeply held and ingrained beliefs that we may not be aware of immediately"
- "Everyone is at a different stage of learning and processing during this time and we need to allow space for learning and grace"
- "These conversations are for betterment"
- "Express growth and development but set boundaries"
- "We are willing to be vulnerable, self-reflective"

Focus on the Process and not the Outcome

- "Normalize talking about difficult topics"
- "It's a process, don't get tied to outcomes"
- "We are going to be OK with awkward pauses"
- "When we have a disagreement, and we don't know how to deal with things we need to go back to a person"
- "Sometimes it is about going back and checking, keep communication open, have better understanding and agreement about things"
- "Need to be OK with not having immediate resolution and we might not resolve an issue in the moment…we need to be OK with a lack of closure"
- "We want to stop, listen, pause, and we might not be able to achieve resolution, doesn't mean we are going to push something off"

Strategies that will Facilitate Having Difficult or Uncomfortable Conversations

Show Respect for Each Other

- "We apologize when we do something"
- "I hear you and I acknowledge what you are saying in situations that may not require 'I'm sorry'"
- "Have conversations that are inclusive"
- "Using the Vegas rule, what is said stays in the group"
- "Take feedback when something hurtful is said"

Reflectively Listen to Others

- "Agree on the pause and then clarify the comment/processing"
- "PALS- Pause, Ask, Listening, Share"
- "Listening actively and thoughtfully"
- listening with intention and openness, in the beginning, take it all in and you understand the source of the discomfort"
- "True honest listening and not just listening for a pause, but really try to understand where someone is coming from- active listening "

Speak Honestly and Mindful of Your Intention

- "Using the acronym WAIT- why am I talking- sets tone of being conscientious- when you are talking you are being conscientious about what you are saying"
- "Being willing to be vulnerable enough to say that hurt"
- "All need to be honest about our feelings, the next step is finding a way to express that to the person they are being expressed about"

Feedback Should be Purposeful and Constructive

- "The feedback is important- if you do get a reaction. In order for us to get better…"
- "If you do get a reaction, it is important to express that- having space to say, wait can we stop a minute/that hurt my feelings"
- "Holding each other accountable"
- "Smaller groups could be an opportunity to hold each other accountable"
- "A question is what do we do- follow our own ethical code- address it directly with person- rather than go to faculty"
- "Agree, but we aren't always ready to talk to that person directly first, it isn't wrong to not talk to them first"

Consider Phrases or Key Words to Work Through Tense Situations

- "Dialogue and not debate"
- "Toolkit- a question that might be asked when you are the object of the bias might be 'where did you get that idea?' really makes us prioritize figuring out where we may have gotten than idea from"
- "The tools or the words to say when having difficult conversations- helpful to have a shared language as a program"
- "Having a phrase that indicates that we are going to be treading into a potentially difficult area like 'soft pause'"
- "Ways to disagree politely and constructively"

Barriers that May Discourage Difficult or Uncomfortable Conversations

Use Processing as a Tool to Move Forward

- "Distinction between processing and gossiping- things are processed in a helpful way; Curiosity vs need to know- leave out identifiable information, sometimes we do need to know that information"
- "Don't want issues to be handled in a back channeled way"
- "Agree that when someone comes to you to debrief and process that we will all try to get to a place of moving forward, and not rumination"
- "Important to know that processing conversations with friends- not everything"

Silence is Communication – Communicate a Need for More Time

- "The things we say or don't say can still have a hurtful impact"
- "If it is about certain groups- what holds people back may be a fear of hurting someone…"

Difficulty Expressing Feelings or Emotional Discomfort

- "Large groups…"
- "People who won't speak up or speak out"
- "How to convey being uncomfortable or triggering"
- "Worry about how other people are going to react"
- "Being able to express self in language they are most comfortable with- say a phrase in the language you are most emotionally comfortable with"

Deescalating Emotional Response

- “One impulse is to jump in and correct, which usually leads to more trouble. It is very hard to do especially if you feel like you are being attacked”
- “When we are upset, we may say things the wrong way”

APPENDIX P: PHLS Graduate Student Financial Support Handbook

Psychological, Health and Learning Sciences Department
Student Support: Departmental-Level Processes and Opportunities

A. ***Graduate Tuition Fellowship (GTF).*** *These are the funds available to cover doctoral students' tuition and mandatory fees.*
   a. Key eligibility:
      i. GTF is guaranteed for the initial two academic years (AY) of enrollment in the program. From 3rd year on, GTF availability will be contingent on the availability of funds.
      ii. Timely completion of departmental survey.
      iii. Fulfillment of university eligibility criteria (i.e., academic good standing, enrollment in 9 credits or approved petition to be enrolled part-time, etc.). For full and detailed information about eligibility, students should reference the university policy documents [https://www.uh.edu/graduate-school/cost-and-aid/awards-scholarships-and-fellowships/graduate-tuition-fellowship/].
   b. Basic information and Process:
      i. Annually, GTF funds are granted by the UH graduate school and are disbursed by the College of Education to the PHLS department. Priority is given to earlier cohorts and interns (CPSY and SPSY).
      ii. Summer GTF is never guaranteed; however, we always assess students' needs in case funds become available.
      iii. A Qualtrics link for the "*Doctoral Student Survey*" form is sent (by Associate Chair or Assistant Chair) to all doctoral students (via listservs) twice a year. Key information needed: name, UH email, PSID, admission year, program, amount of credits per academic semester, residency status, internship yes/no.
      iv. Associate Chair sends letters to students related to their award (acceptance and denials) by email. Typical dates for survey completion and award communications are below:

	GTF for academic year	**GTF for summer**
Survey completion	May	March
Communication of awards	June	April

   c. Interns are allowed to be awarded a *maximum* of 4 credits in long semesters (1 for internship course and 3 for dissertation) and 1 credit during the summer of their internship year (before graduation). After completing 6 credits of dissertation, interns should enroll only in 1 dissertation credit during the internship year to get GTF coverage for this course.
   d. Experiences related to GTF not posting correctly are beyond the departmental purview, and students need to contact the UH Graduate School or Business Services directly. Students are welcome to contact Associate Chair for guidance and support if any issues

remain unsolved. See "*GTF_FAQ_visual summary*" for examples of common situations and who to contact.

e. For Texas residents not awarded a GTF, the Graduate School Fund (GSF) may be available. Students who demonstrate financial need, are in good standing, and completed the FAFSA form (i.e., federal student aid) by April 15 are automatically considered for these funds. Details about the GSF can be found here: https://www.uh.edu/graduate-school/cost-and-aid/awards-scholarships-and-fellowships/graduate-school-fund/

B. ***Departmental Assistantships.*** *Available assistantships in the department are related to research, teaching or instructional needs.*

a. Key eligibility:

i. Timely completion of departmental survey.

ii. Good performance in previous semesters. *(Note. Students with performance issues in a given semester are lower priority in assignments and can be excluded from consideration, as appropriate).*

iii. Fulfillment of university eligibility criteria (i.e., academic good standing, enrollment in 9 credits or approved petition to be enrolled part-time, etc.). For full and detailed information about eligibility, students should reference the university policy documents [https://publications.uh.edu/content.php?catoid=57&navoid=21667].

b. Basic information and Process:

i. Current stipend is $1,577 per month

ii. A Qualtrics link for the "*Doctoral Student Survey*" form is sent (by Associate Chair or Assistant Chair) to all doctoral students (via listservs) twice a year. Besides basic contact information, the form inquires about type of preferred assistantships, preferred faculty (if any), and specific credentials or skillsets.

iii. Associate Chair and Assistant Chair work on assignments based on departmental and faculty needs. Student preferences and skills are taken into account to the extent possible. Assignments are communicated to students by sending "Offer Letters" via email (copying supervisors and administrative personnel).

iv. Student should communicate by email their acceptance or rejection of the offer and contact the department administrator to complete the hiring paperwork.

v. Typical dates for survey completion and assignments

	Academic Year Assistantships	**Summer Assistantships**
Survey completion	May	March
Communication of awards	June (general) August (supervisor)	April

C. ***PHLS Graduate Research Travel Fellowship Application.*** *The purpose of this award is to support students' travel to professional conferences to present their own research.*

a. Standard due dates:

i. Nov. 15 (travel between Sept. 1st and March 30th)

ii. May 1 (travel between April 1st and August 31st)

b. Key eligibility criteria and required documents
   i. Student is the first author and presenter
   ii. Completion of the online application form
   iii. Documents needed: copy of abstract submitted, evidence of peer review and acceptance
   iv. *Students are eligible only to one travel award per academic year*.

c. Process:
   i. Every semester, an email announcement of the Travel Fellowship is sent via email (typically by Associate Chair) to all graduate programs' listservs (MEd, LSP, CPSY, SPSY, MQMLS). Email includes link to the online application via Microsoft Form and an overview of the requested information (i.e., students' contact information, details of the conference and expected expenses, previous awards, etc.)
   ii. After every semester's deadline (see standard due date above), members of the PHLS Research Task Force (RTF) evaluate applications for eligibility and quality. The number of applications awarded per year is contingent on the available budget and quality of applications.
   iii. Award decisions are communicated to students by email within 2-3 weeks of the submission deadline.

d. *Note.* There is also a travel award at the university level; it is called the Cullen Fellowship Travel Grant and requires that students secure 25% of their total expenses from the department or college. PHLS cannot guarantee this percentage. However, students applying to the UH Cullen Travel Grant are welcome to apply early to the PHLS Travel award, and the RTF will consider these applications off cycle once every semester. For the UH Cullen Travel Fellowship deadlines and eligibility criteria, students should visit the official webpage: https://www.uh.edu/graduate-school/cost-and-aid/awards-scholarships-and-fellowships/cullen-fellowship-travel-grant/

D. ***PHLS Doctoral Student First-author Award.*** *This is a $100 award to doctoral students who have published a first-author paper in a peer-reviewed journal along with a PHLS faculty member as a co-author.*

a. Eligibility criteria:
   i. Student must be first author
   ii. A PHLS faculty member must be a co-author
   iii. The journal is peer-reviewed and not identified as a predatory journal
   iv. *Students are eligible only to one award per AY*

b. Process:
   i. At the beginning of each semester, the Associate Chair sends a general email to all doctoral program's listservs (CPSY, SPSY, MQMLS) announcing the award and providing the link to the online Form. *This is an ongoing award, so the link is always open.* PHLS Doctoral Student First Author Award (2) – Fill out form
   ii. Submission is done via a Microsoft Form. Information requested: name, PSID, program, email, paper citation. A single PDF of the following: evidence of

journal peer-review nature, evidence of acceptance, copy of in press/published paper.

iii. Awards are contingent on meeting eligibility criteria and available budget.

iv. Award decisions are communicated to students by email within 2 weeks of submission during AY.

E. ***"Turn Yourself In" Surveys – Students.*** *This is a monthly survey to gather data related to academic accomplishments. This information is shared at the department and college level to recognize our students' successes.*

a. This is an Online Survey distributed via the Qualtrics platform.

b. The same link is used throughout the academic year and is continuously open.

c. Every month, an email with survey link is sent out to students as a reminder to share any monthly accomplishments.

d. If there is nothing to share in a particular month, is Ok to skip completing the survey.

GTF-related FAQ: Visual Summary

Situations	Office/ Contact Info
Questions about degree plan progression vis-a-vis GTF and exceptions to GTF policies	Read UH & COE guidelines and consult with advisor and *PHLS Associate Chair* https://www.uh.edu/graduate-school/cost-and-aid/awards-scholarships-and-fellowships/graduate-tuition-fellowship/coe.php
Questions about completion of GTF survey sent by *PHLS Associate Chair*	Email *PHLS Associate Chair*
Questions about GTF being awarded in a particular academic year or summer term	Email *PHLS Associate Chair* (Backup: *Associate Dean for Student Belonging & Success*)
Questions about GTF being | not being posted in students' account	1. Make sure the GTF requirements are met (i.e., enrolled full time, FAFSA submission, mandatory training) 2. Set up appointment with *UH Graduate School* https://uh.edu/graduate-school/contact-us/
Questions about funds not being disbursed OR need for reimbursement of money erroneously deducted	1. Set-up appointment with *UH Graduate School* 2. Contact Student Business Services at *bursar@uh.edu or 713-743-1010, option 5 [contact: Luis Gonzalez]*

In AY26-27, PHLS Associate Chair is Dr. Virmarie Correa-Fernandez, and Associate Dean for Student Success and Belonging is Dr. Tiffany Davis.

GTF= Graduate Tuition Fellowship
FAQ= Frequently Asked Questions
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Visual created by: Xavier Miller (student worker).