

DOCTOR OF PHILOSOPHY IN SCHOOL PSYCHOLOGY

Web Site: <https://twu.edu/psychology-philosophy/prospective-graduate-students/school-psychology/doctoral-program/>

The School Psychology Doctoral Program at TWU embraces a scientist-practitioner model of training in which practice, theory, and research are integrated. A balanced emphasis is placed on developing professional competencies necessary for functioning in various applied practice settings, such as school systems, mental health and child guidance centers, medical centers and hospitals, independent clinical practice, and in academic or research positions in institutions of higher education. The American Psychological Association (APA) defines Health Service Psychology as the integration of psychological science and practice in order to facilitate human development and functioning. Health Service Psychologists are prepared to work in diverse settings. The Texas Woman's University School Psychology Doctoral Program prepares health service psychologists across the diverse practice areas of school psychology.

Our program strives to provide broad and general training in the science and practice of school psychology within the broader definition of health service psychology. The theoretical philosophy of the program is grounded in an integration of the biopsychosocial perspective in combination with the application of a data-based problem-solving approach. The biopsychosocial perspective posits that biological, psychological, and social factors play a significant role in an individual's functioning. The biological system emphasizes genetics, diseases, anatomical and structural components of the individual. The psychological system incorporates developmental factors, personality, and motivation of the individual. The social system includes cultural background, environmental, and familial influences. This comprehensive perspective encompasses and integrates the variety of systems that are influential in the lives of children and posits that each component system affects and is affected by all other systems.

The biopsychosocial perspective is complemented by a data-based, problem-solving framework for the practice of school psychology.

Problem-solving methods are consistent with the experimental tradition in psychology where the problem is defined, directly measured, interventions are designed based on the measurement data, and progress on the intervention is monitored and revisions occur as needed.

Additionally, problem-solving is viewed as a collaborative process involving the child, family, and professionals representing various education and community institutions. TWU's School Psychology Doctoral Program assumes that the functions of a school psychologist involve problem-solving whether service or research-oriented, and that problem solving will be most effective when approached from a data-based framework supported by a biopsychosocial perspective. The broad overall aim of this program is to produce school psychologists who can employ scientific knowledge and methods of problem-solving in the delivery of direct or indirect services to children, families, schools, and communities. It is our intent to produce competent, skillful, ethical school psychologists who integrate the principles of scientific inquiry into service delivery functions with respect for diversity and individual differences.

In order to achieve these broad philosophical goals and translate them into marketable, workplace-practitioner skills, the School Psychology doctoral program has been designed to be sequential, with foundational

skills developed first; cumulative, with skills building upon previously learned skills and knowledge; and increasingly complex, wherein knowledge must be integrated and applied. The program has been designed to prepare students with entry-level skills required for internship and to provide the foundation for post-doctoral experiences to further their skills. Thus, all students take a core set of courses covering the foundations of psychology, then specialized coursework in the field of school psychology with experiential activities in practice-oriented settings, culminating in the capstone experiences of dissertation and internship.

Marketable Skills

Defined by the Texas Higher Education Coordinating Board's 60x30 Strategic Plan (<https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/thecb-60x30-strategic-plan/>) as, "Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skills areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities."

1. Communicate with persons inside and outside the organization. Graduates are trained to be effective communicators in both written and verbal formats.
2. Plan, organize, and prioritize work. Graduates are trained to be effective leaders and managers, making effective decisions and solving problems as they arise.
3. Analyze quantitative and qualitative data. Graduates are trained in research methodology allowing them to be able to analyze data in a variety of formats.

Admissions

All students must meet the University requirements as outlined in the Admission to the TWU Graduate School (<https://catalog.twu.edu/graduate/graduate-school/admission-graduate-school/>) section of the catalog.

The academic program may have additional admission criteria that must also be completed as outlined on the program's website.

Degree Requirements

Total Semester Credit Hours Required

The minimum number of semester credit hours required for the doctoral program depends upon the individual degree program. The applicant should contact the director of the appropriate doctoral program for details. In general, students entering with a bachelor's degree will complete 109 semester credit hours.

Code	Title	SCHs
Required Research Courses		
PSY 5304	Advanced Psychological Statistics I	4
PSY 5353	Research Design	3
PSY 6204	Advanced Psychological Statistics II	4
PSY 6961	Research Team (to be taken one time)	1
PSY 6983	Dissertation	3
PSY 6993	Dissertation	3
Psychological Foundations		
PSY 6104	Cognition and Emotion	4

PSY 6113	Measurement and Psychometric Theory	3
PSY 6133	Advanced Behavioral Neuroscience	3
PSY 6613	Advanced Developmental Psychology	3
PSY 6743	Seminar in Social Psychology	3
PSY 6773	Advanced Multicultural Psychology	3
PSY 6833	Ethics in Psychology	3
Professional Competencies		
PSY 5423	Cognitive Assessment	3
PSY 5463	Academic Assessment	3
PSY 5473	Social-Emotional Assessment of Children	3
PSY 5533	Evidence-Based Intervention: Academic	3
PSY 5803	Introduction to School Psychology	3
PSY 6143	Neurodevelopmental and Genetic Disorders In Children	3
PSY 6263	Preschool, Autism and Low Incidence Assessment	3
PSY 6423	Psychopathology and Exceptionalities in Childhood and Adolescence	3
PSY 6444	Theory and Practice of Counseling with Children and Adolescents	4
PSY 6523	Neuropsychological Assessment Techniques I	3
PSY 6533	Neuropsychological Assessment Techniques II	3
PSY 6583	Neuropsychopharmacology	3
PSY 6673	Therapeutic and Crisis Interventions for Children and Adolescents	3
PSY 6693	Advanced Therapy Intervention for Children and Adolescents	3
PSY 6703	Direct Behavioral Interventions	3
PSY 6853	Supervision and Consultation Psychology	3
PSY 6931	Practicum in Applied Psychology (to be taken twice)	2
Doctoral Required Applied Practice		
PSY 6923	Supervised Practicum (School Based I)	3
PSY 6923	Supervised Practicum (School Based II)	3
PSY 6933	Internship in Psychology (to be taken two times)	6
Neuropsychology/Counseling Practicum		
PSY 6923	Supervised Practicum (Counseling; students must take an additional semester of Counseling OR Neuropsychology Practicum)	
PSY 6923	Supervised Practicum (Neuropsychology; students must take an additional semester of Neuropsychology OR Counseling Practicum)	
Total SCHs		109

Practica

School Psychology doctoral students spend a minimum of four semesters in practicum placements. Students will receive approval from the School Psychology Program Committee (SPPC) to pursue practicum placements.

Internships

School Psychology doctoral students must complete a full-time, 1500 hour internship over a period of one year or 10 consecutive months. At

least 600 hours must be in a school-based or school related setting taken after the School Based II practicum. A full year, full-time APA or APPIC accredited internship is recommended. Students will receive approval from the School Psychology Program Committee (SPPC) to pursue practicum placements. The internship cannot begin until the student has been admitted to candidacy, which requires the successful completion of all required coursework and comprehensive exams.

Research Tools

Required research tools include the following:

Code	Title	SCHs
PSY 5304	Advanced Psychological Statistics I	4
PSY 5353	Research Design	3
PSY 6204	Advanced Psychological Statistics II	4
PSY 6961	Research Team (to be taken one time)	1

Special Requirements

Grade requirements are specified by both the graduate school and the School of Social Work, Psychology, and Philosophy (online graduate catalog available at (<http://catalog.twu.edu/graduate/>)). The School of Social Work, Psychology, and Philosophy requires that a doctoral student maintain a 3.5 grade point average on a 4.0 scale. **Be advised that the School's higher GPA requirement supersedes the Graduate School's GPA requirement of 3.0.** When a student's cumulative grade point average falls below 3.5 during any one semester or full summer session of ten weeks, the School Psychology Program Committee places the student on academic probation. Students have one year to raise their cumulative GPA to above 3.5. Failure to do so may result in dismissal from the program.

In no case may a course with a grade of "C" or lower apply towards the doctoral degree plan. A grade of "C" or lower must be made up by retaking the same course with the same instructor unless the instructor grants the student permission to retake the course elsewhere. If a grade of "C" or less is earned, the student will be required to meet with the SPPC, which shall determine appropriate steps for remediation. At any point during the program, if the student receives a grade of "C" or lower in six or more credit hours, this will result in dismissal from the program.

Residence Requirement

A one-year full-time pre-doctoral internship is required to meet the requirements for graduation and licensure.

Comprehensive Examinations

Comprehensive evaluation includes the following: a written integrative essay that is orally defended over core psychological foundations; a theoretical philosophy paper; a clinical skills oral presentation and defense of both the theoretical philosophy paper; an assessment case study; and an intervention study. The content, format, administration, and evaluation of the comprehensive exam will be the responsibility of the core faculty. Students who fail any portion of the comprehensive exam process will be provided with remediation plans and subsequent measures for reevaluation of student progress. A student may be dismissed from the program if remediation is not completed in a satisfactory manner. Upon successful completion of all coursework and the comprehensive competency evaluation, the doctoral student is recommended for candidacy for the Ph.D. degree.

Dissertation and Final Examination

All students must complete an empirical dissertation. An oral defense of the dissertation is required. The defense may be repeated once.

Course Electives

Students are allowed to take additional elective coursework that is not a part of the required doctoral program. Elective coursework is offered on a rotating basis. PSY 6233 and PSY 6923 may be taken.

Additional courses offered through the doctoral program in Counseling Psychology or other departments within the University may be taken as elective credit (not part of the required doctoral program).