Welcome
Welcome to the only School Psychology program in Nevada! We are working to meet the critical need for school psychologists in Nevada and nationally. You will find that school psychology is a stimulating and rewarding field. We are glad that you have chosen UNLV for your education and training. Feel free to reach out to us (school psychology faculty) for any questions, or just to chat!

Mission Statement
The School Psychology program prepares school psychologists who serve diverse populations, enhance wellness, and promote social justice for individuals, families, schools, and communities, as scientist-practitioners, scholars, advocates, and leaders.

Training in school psychology at UNLV is rooted in a Cultural Ecological framework of school psychology practice and the scientist-practitioner model of psychological training. The Cultural Ecological framework emphasizes the diversity of our global society and the multiple layers of interactions that must be in view to serve all children ethically. The programs are responsive to the diverse needs of the Las Vegas and Southern Nevada communities. The scientist-practitioner model emphasizes the interplay between psychological science/research and real-world practice each informing the other to produce relevant research and high-quality practice.

Training is developmental and rigorous adhering to both training standards espoused by the National Association of School Psychologists (NASP) for Nationally Certified School Psychologists (NCSP). The Ed.S. program is fully accredited by NASP and graduates are eligible for state and national certifications in school psychology. Overall, the program seeks to develop school psychologists at the specialist level who have the competencies to apply psychological principles to (a) promote healthy development in school and (b) ameliorate various cognitive, academic and psychosocial challenges for all children, families, schools, and communities in an increasingly diverse and global society.

Commitment to Individual and Cultural Diversity
As can be seen by the program mission statement, theoretical framework, and aims, a commitment to understanding and responding to human diversity is articulated throughout all aspects of the program. Human diversity is recognized as a strength that is valued and respected and UNLV is committed to developing innovative programs and policies that will attract, retain, and nurture a diverse University community and foster a campus environment that will enable all of our graduates to excel in a global culture. Respect for and understanding of cultural and individual diversity is reflected in the program's goals and mission, stated in policies for the recruitment, retention, and development of faculty and students with respect to diversity and in its curriculum and field placements. The program has non-discriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession. One of the requirements for admission to the program is a diversity statement.

Program History
The School Psychology Ed.S. program began in 1989 as a subplan (or track) of the Ed.S. in Educational Psychology in the Department of Educational Psychology and Higher Education (EPHE), College of Education. As the program faculty moved to the current Department of Counselor Education, School Psychology, and Human Services (CSH) in 2017, the Ed.S. in School Psychology was developed and began in 2017. The Ed.S. in School Psychology is grateful to the
previous department (EPHE) and administration who supported its development. The program is most grateful to the following list of school psychology faculty who have contributed to the current program over its development:

**Program Coordinators:**
Dr. Paul Jones - 2005 to 2013  
Dr. Scott Loe - 2013 to 2017  
Dr. Samuel Song - 2017 to present  

**Field Experience Coordinator:**
Dr. Katherine Lee - 2017 to present  

**Core Faculty:**
Dr. Joe Crank - 1989 to 2014 (retired) (1991 NASP approved)  
Dr. Paul Jones - 1991 - 2013 (deceased)  
Dr. Sherri Strawser - 1989 - 2002  
Dr. Scott Loe - 2003 - present  
Dr. Kathleen Krach - 2008 to 2010  
Dr. Tara Raines - 2011 to 2014  
Dr. Katherine Lee - 2015 to present  
Dr. Samuel Song - 2016 - present  
Dr. Patrice Leverett - 2017 - present  

**Purpose**
The purpose of this handbook is to provide program specific information that is not found in the UNLV Graduate Catalog. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College: valarie.burke@unlv.edu or gradassociate dean@unlv.edu.

**Department Graduate Faculty**
A current listing of the graduate faculty can be found in the UNLV Graduate Catalog. Faculty must hold graduate faculty status to be involved in graduate education at UNLV. For up to date information regarding graduate faculty status in your department, visit the [Graduate Faculty status web page](https://www.unlv.edu/csh).

**Program Information**
*Ed.S. in School Psychology*

**Contact Information**
[https://www.unlv.edu/csh](https://www.unlv.edu/csh)

*Department Chair*
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*Program Coordinator & Graduate Coordinator*
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702-895-1891, office  
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csh@unlv.edu
Program Requirements
The School Psychology Ed.S. program is based upon standards set forth by the Nevada Department of Education (NDOE) and is a nationally approved program by the National Association of School Psychologists (NASP Approved Program). Students pursuing school psychology studies meet credential standards by completing at least 66 semester hours beyond the bachelor’s degree of required and elective graduate-level course work including 1,200 hours of supervised internship. Completion of this program of graduate study enables the student to apply for state licensure as a school psychologist in Nevada and the opportunity to gain national certification as a Nationally Certified School Psychologist (NCSP).

Goals, Objectives, and Competency Domains
In all areas of preparation, the program assures that students are prepared to work in the complex domain of schools, primarily, and other child or student-oriented settings. The program subscribes to the principle of “best practices”, i.e., providing our students with evidence-based, socially valid competencies. The UNLV school psychology program has adopted the NASP Domains for Training and Practice as can be seen in the objectives of individual courses, practicum, and internship. Therefore, students must demonstrate knowledge and competence in an array of areas including the following Domains as indicated by the Standards for Graduate Preparation of School Psychologists (NASP, 2010):

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision-making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2 Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3 Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5 School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
2.7 Family–School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

2.8 Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with the recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection, and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10 Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Ed.S. Curriculum

All students must adhere to the curriculum requirements. By complying with the program curriculum requirements, it offers students the opportunity to graduate in a timely manner and eligibility for licensing as a professional school psychologist. Most importantly, the clients that will be served by our UNLV graduates can be assured that the graduates have the knowledge, skills, and competencies to provide an array of effective services.

Program requirements regarding admission, coursework and culminating experience are found in the graduate catalog.

Program Curriculum Committee for Transfer Credits and Course Substitutions

The program abides by the UNLV policy on transfer credits, which is in the Graduate Catalog.

Students desiring to receive credit for prior graduate coursework or program requirements must develop a proposed program of study (POS) with the support of their advisor in the fall semester of their first year. Once the POS has been developed, it is submitted to the Program Coordinator (Dr. Song) for review by the program curriculum committee. During this process, students provide course syllabi for all courses and relevant documentation such as assignment guides for faculty review. The review will include a faculty member who has expertise (the person teaching the course) in the content area (e.g., cognitive assessment, statistics) and may require additional competency assessments (e.g., video of cognitive test administration). Prior coursework must cover the breadth of scientific psychology and the current body of knowledge specific to each content area for it to satisfy program requirements.

Field-based Experiences

The practice of professional psychology in the field through varied practica and internships is an essential component of school psychology training programs. Beginning in the first year of the
program, these field experiences are sequenced by year to build upon each other and develop
students’ clinical competence in school psychology.

Availability for Practicum Activities
Practicum is a critical component of professional preparation. In order to ensure that students have
access to an appropriate breadth of training opportunities and supervision during practicum, activities
must often be scheduled during regular business hours. Students are required to be available for
practicum activities and supervision as scheduled by their field supervisors and course instructors.
Students who demonstrate a pattern of non-participation in scheduled activities due to conflicts with
outside commitments may be considered for academic probation. These experiences and policies are
described below (specific details may be obtained by emailing the Field Experience Coordinator, Dr.
Lee: katherine.lee@unlv.edu):

1. Year One: First Year Practicum
   During the first year of study (Year One), students complete two semesters of practicum to
   learn about schools as a context for child development and for service delivery by
   interviewing, shadowing, and observing a school psychologist in a public school. A total of
   40 hours are required for the school year (20 hrs each semester).

2. Year Two: Intermediate Practicum
   Students are required to complete a comprehensive school psychology practicum with an
   associated seminar as part of the Year 2 coursework. These take place in local schools and
   the PRACTICE. The content of this practicum is extensive covering NASP domains. The
   work is intensive requiring between 14 - 16 hours of supervised professional practice each
   week (a minimum of 400 hrs total are required for the year). It must be completed during
   concurrent fall and spring semesters. Six credits of the course, EPP 762 (School
   Psychology Intermediate Practicum), is required for the year (three credits per semester).
   Prerequisites for Intermediate Practicum:
   a) Satisfactory completion of all first-year course work, or approval by Program
      Coordinator, Field Experience Coordinator, and program faculty (e.g., part time
      students only);
   b) Signing up and attending the Practicum Orientation in the spring of the first year
   c) Approval for Intermediate Practicum by program faculty during the annual
      review process. Students who attend part-time typically take two years to
      complete the first-year course work and take a practicum in the third year.

Child Advocacy Practicum
The child advocacy practicum is an interdisciplinary one-semester practicum that occurs
concurrently with the Intermediate Practicum. Students learn about law practice, special
education law, and child advocacy. Students work as part of a multidisciplinary team within
the Thomas & Mack Legal Clinic under the supervision of the school psychology program
and Thomas & Mack Legal Clinic faculty. Enrollment in EPP 745 (Legal Clinic on Law,
Ethics, and Advocacy) is required during the semester in which the practicum
is completed.

3. Internship. The UNLV school psychology program complies with the NASP requirements
   for internship. The required internship is full-time, every day for two semesters in a school
   setting. A minimum of 1200 hours of internship must be documented over the two-
   semester academic year. Internship in a non-school setting but psychological in practice
   may be allowed with permission, however for no more than half of the total internship.
   This option is possible in principle but has not been undertaken in the UNLV program.
   During the internship, the student is supervised by a certified or licensed school
   psychologist assigned by the school district, and at least two hours of direct supervision is
given each week. All required NASP competencies are assessed and evaluated for
attainment during the year of internship. Enrollment in EPP 769 (School Psychology
Internship) is required during each semester in which the internship is completed.
   a. During the internship year, class meetings with the university supervisor are
      required over the first semester and less frequently during the second semester.
During the class, the interns learn from CCSD Psychological Services coordinators. They also are expected to share new evaluation instruments, new procedures, new knowledge, their experiences, and any difficulties they have experienced. In our internship, school district personnel, as well as the university instructor, provide course lectures. Internship activities are recorded by students in their narrative daily logs and in the activities checklist. Two formal evaluations of the intern are made each semester by the university supervisor and the site supervisor.

Advising
Advising. Upon admittance to the School Psychology Program, Ed.S. students are assigned an advisor. The advisor helps develop your program of study. These credits are accumulated by taking the required courses including didactic courses, seminars, practicum, and internship.

Students may change advisors at any time. To change your advisor, However, if you wish to do so, speak to your current advisor first to begin the process and ask the Program Coordinator any questions you may have.

Degree Program Benchmarks
Students must complete several project milestones to evaluate the progression of knowledge, skills, and competence.

Assessment 1. National Examination of Content Knowledge.
   a) UNLV students are required to take and pass the Praxis Examination before starting the internship year. It can be retaken during internship if needed but is required before completion of the Ed.S. program.

   a) Assessment in a practicum that demonstrates students can effectively plan the professional responsibilities required of a school psychologist.

Assessment 3. Intern Evaluation by Site Supervisor.
   a) All interns are formally and comprehensively evaluated by the site psychologist at least twice each semester regarding their competence.

Assessment 4. Intern Evaluation by University Supervisor.
   a) Interns are evaluated on-site by the university intern instructor in regard to their accomplishment of required professional activities. Students must also, develop a portfolio of required artifacts, and this folio is evaluated by university faculty regarding attainment of the program and NASP required competencies.

Assessment 5. Assessment of Impact on Student Learning Environments.
   a) Interns must complete two case studies. One case must be of a learning/academic outcome and the other must be a behavior case outcome.

Program Timeline
1) Students show they have an aptitude for the UNLV school psychology program through required high undergraduate GPA, required acceptable GRE scores, and positive references.

2) Students must be academically successful in all required courses and retake any course with a grade of below B- before they enroll in an internship.

3) Practicum completion is a major accomplishment and gate. Practicum is closely monitored, supervised and evaluated. For example, individual supervisory meetings are held with students in the practicum upon completion of each client session or case review in order for the supervisor to provide professional feedback to the student. Success in practicum and other required courses during year two is necessary before advancement to Internship in year three.
4) Interns are evaluated continually during their full academic year of internship and must be successful in order to graduate and therefore to gain institutional recommendation for the license. UNLV requires that the site psychologist supervisor provides a minimum of two hours of supervision each week. In reality, the amount of supervision and feedback is much more. Each intern is evaluated individually via the structured Internship Accomplishment Form and Intern Evaluation Form twice each semester. Grades are based on student accomplishment and derived from consultation between the LEA site supervisor and UNLV supervisor. If a student does not complete all the required internship activities acceptably, then it is possible for the intern to continue the internship if such is the decision of the program faculty and site school.

5) Students must pass a Graduate College-required culminating examination at the completion of their degree studies in order to graduate. The School Psychologist Praxis examination fulfills this requirement and students must take this exam during the internship.

Table 1. Sample Plan of Study
Courses and Sequence

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>FALL SEMESTER, YEAR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESP XXX</td>
<td>Elective in Academic Interventions (reading, writing, math)</td>
</tr>
<tr>
<td>EPP 777</td>
<td>Families and Family Engagement from a School Psych Perspective</td>
</tr>
<tr>
<td>EPP 710a</td>
<td>Assessment of Intelligence by School Psychologists</td>
</tr>
<tr>
<td>EPP 786</td>
<td>First Year Practicum</td>
</tr>
<tr>
<td>EPP 761</td>
<td>Role &amp; Function of the School Psychologist in a Global Society</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
<td><strong>13 cr.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER, YEAR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP 715a</td>
</tr>
<tr>
<td>EPP 786a</td>
</tr>
<tr>
<td>EPP 763a</td>
</tr>
<tr>
<td>EPP 735</td>
</tr>
<tr>
<td>EPP 760c</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
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</table>

<table>
<thead>
<tr>
<th>SUMMER SEMESTER, FOLLOWING YEAR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP 772</td>
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<tr>
<td>EPP 772</td>
</tr>
<tr>
<td>EPP 730</td>
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<tr>
<td>EPP 770</td>
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<tr>
<td>EPP 775</td>
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<tr>
<td>EPP 777</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
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</tbody>
</table>
### YEAR 2

#### FALL SEMESTER, YEAR 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP 775</td>
<td>Crisis</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EPP 745 (or elective)</td>
<td>Legal Clinic on Law, Ethics, &amp; Advocacy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EPP 762</td>
<td>School Psychology Intermediate Practicum</td>
<td>3 cr.</td>
</tr>
<tr>
<td>XXX</td>
<td>Elective (e.g., research, neuropsychology, counseling &amp; intervention courses in EPY ESP, CED)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
<td></td>
<td><strong>9 cr.</strong></td>
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</table>

#### SPRING SEMESTER, YEAR 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTIVE (or EPP 745)</td>
<td>Elective (e.g., research, neuropsychology, counseling &amp; intervention courses in EPY ESP, CED) or Legal Clinic on Law, Ethics, &amp; Advocacy, if not taken in Fall of Year 2</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EPP 762</td>
<td>School Psychology: Intermediate Practicum</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EPP 764</td>
<td>School Psychology Seminar: Advanced Ethical Decision Making</td>
<td>1 cr.</td>
</tr>
<tr>
<td>EPY 702</td>
<td>Methods of Research</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
<td></td>
<td><strong>10 cr.</strong></td>
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</table>

#### SUMMER SEMESTER, FOLLOWING YEAR 2G YEAR 2

- Finish summer courses and electives. Study for Praxis exam
- Take Praxis II School Psychology Exam end of summer before internship (or during the fall semester of internship)\(^b\)

### YEAR 3

#### FALL SEMESTER, YEAR 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EPP 769</td>
<td>School Psychology Internship 1</td>
<td>3 cr.</td>
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#### SPRING SEMESTER, YEAR 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPP 769</td>
<td>School Psychology Internship 2</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM HOURS</strong></td>
<td></td>
<td><strong>66 cr.</strong></td>
</tr>
</tbody>
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\(a\) must earn a grade of B or above in these courses

\(b\) Praxis II School Psychology exam required prior to spring semester of internship year

\(c\) EPY 788 (Legal Clinic) is only required for 1 semester. Choose an elective for the other semester from the following list (must be approved by your advisor):

1. Neuropsychology and preschool course
2. Any course in Educational Psychology (students interested in doctoral studies should take an additional research course)
3. Any course in the Special Education program (ESP)
4. Any course in the Counseling program (CED)
5. Any course in the Educational Policy and Leadership program

School psychology faculty must approve all course substitutions prior to enrollment.

Professional Code of Ethics/Discipline Guidelines
UNLV Graduate College policy regarding academic integrity can be found in the graduate catalog.

Professionalism. Professional dispositions and behaviors are expected of students as soon as they begin the program (see Annual Reviews below and Appendix). Professional and ethical conduct is expected during all on and off-campus, program-related activities. Students are expected to comply with the ethical standards of the National Association of School Psychologists and are expected to familiarize themselves with the information available at the links below:

- Ethical Principles of Psychologists and Code of Conduct
- NASP Principles for Professional Ethics 2010

Failure to adhere to professional and/or ethical conduct can result in the implementation of an Improvement Plan, academic probation (see Ongoing Student Progression and Annual Reviews below).

Technical Standards. Earning a degree Ed.S. in School Psychology requires mastery of a coherent body of knowledge and skills. School psychology students must acquire substantial competence in the discipline of psychology and school psychology as specified in the NASP 2010 Standards; must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other education and health care professionals.

Combinations of cognitive, behavioral, emotional, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the School Psychology programs but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other education and health care providers.

We are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students’ attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.
Annual Review Procedures
Each winter break and early spring term, graduate students are required to complete the Graduate Student Individual Development Plan (IDP) form. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead. Reported student data is shared with students' graduate coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do in order to progress successfully through their programs in a timely manner. Students who are graduating are also required to complete the form in order to record their achievements since the data is also used to track metrics related to the annual productivity of all students. This online form will be sent by the Graduate College to the student’s Rebelmail account. The mandatory review covers the prior calendar year and assesses student progress while setting goals for the year ahead.

Program Review. The program conducts a Program Annual Student Review during the spring of each academic year to ensure that all students are making adequate progress in the program. Students receive a feedback letter from the Program Coordinator that reflects the overall feedback of the school psychology faculty. Criteria for satisfactory progress is detailed in the Annual Student Review document, Technical Standards and Student Expectations (Appendix A); and, generally assess whether students are:

1. Meeting minimal levels of achievement in coursework and program requirements (i.e., clinical practice, research, graduate assistantships)
2. Meeting adequate progress in the program (timeline and review points)
3. Meeting adequate standards for professional dispositions and behaviors in the program

Prior to the end of each academic year (e.g., May 1), students submit a Program Annual Student Review form (see Appendix C) documenting progress in the program and a self-evaluation of professional dispositions and behaviors. This process ensures that students are involved in their own evaluation and promote their own professional development. Other UNLV faculty who are assigned a school psychology student as a graduate assistant or have instructed them also are asked to evaluate the student’s competencies and professional dispositions and behaviors (Appendix B). In addition, all faculty chairing a doctoral committee of a school psychology student are asked to update the school psychology core faculty regarding the student’s progress in the program (e.g., timelines for completing the Plan of Study, the comprehensive exams, and the doctoral dissertation).

All the data are then reviewed by the program coordinator, advisor, and program faculty to ensure that the student is making timely progress through the program and to identify any areas of special need. Students who have concerns in one or more of the criteria for satisfactory progress are asked to meet with their advisor to create a plan for improvement (see below description of Improvement Plan for details) and recommended to be placed on probation with the Graduate College.

For the program to monitor ongoing student progression, student concerns are discussed on an ongoing basis at program faculty meetings for the purpose of consultation (i.e., at least monthly and at the end of each semester). If a significant concern arises in which one or more of the criteria for satisfactory progress in the program is not being met by a student, then, a more formal review is triggered by faculty and the student may be placed on an Improvement Plan and recommended to be placed on probation with the Graduate College.

Improvement Plan. When an Improvement Plan is developed for a student, the student is also placed on Academic Probation at the university level, simultaneously (see Probation and Separation in the Graduate Catalog) and/or referred to the Student Code of Conduct office. Students can be removed from academic probation upon satisfactorily meeting all Performance Goals as indicated in the Progress Review.

An Improvement Plan for remediation is developed jointly by the advisor and the student, approved by program faculty and the program coordinator, and includes four components:

1. Program Expectations
   a. The Program Expectations aligned to professional standards describe the specific program expectations that apply to the student’s difficulties.
2. Performance Goals
   a. The Performance Goals contain a listing of student activities/behaviors necessary to meet program expectations which aligned to professional standards.

3. Evaluation Plan
   a. The Evaluation Plan contains the methods and metrics to be used to evaluate progress toward performance goals. Typically, methods and metrics may include but not be limited to faculty review of data supporting behavioral improvement across courses, faculty, administrators, staff, and supervisors (see Appendices for Annual Review and field experience evaluations) and documented informal feedback.

4. Timeline. The Timeline contains the following:
   a. The Improvement Plan end date, which will be scheduled no sooner than the end of the semester in which the plan is implemented.
   b. A schedule for appropriate interim progress reviews/meetings.

5. Summative Review
   a. The Summative Review occurs no earlier than the Improvement Plan end date and no later than the beginning of the academic semester following the end date. It summarizes information obtained through the Evaluation Plan and outlines progress related to each goal listed in the Performance Goals. Progress toward each goal will be rated as either:
      i. Satisfactory, which applies when evaluation data indicates that the student is consistently displaying the activities/behaviors described by the performance goal.
      ii. Unsatisfactory, which applies when evaluation data indicates that the student is not consistently displaying the activities/behaviors described by the performance goal.

6. Program Recommendation
   a. The Program Recommendation is made no earlier than the Improvement Plan end date and no later than the beginning of the academic semester following the end date. It is based on results from the Progress Review and will include one of the following:
      b. Satisfactory completion of Improvement Plan with a recommendation for removal of Academic Probation.
      c. Unsatisfactory completion of Improvement Plan with a recommendation for separation from the School Psychology Program.

Probation and Separation
See the Probation and Separation section of the Graduate Catalog for more information on how the program determines program separation.

In determining whether students’ performance and behavior require remediation, the program faculty consider these definitions (see Appendix A also for technical standards and student expectations):

a) Definition of Problematic Behavior: When a student’s behavior, attitude, or characteristic which, while of concern and requiring remediation, is perceived not to be unexpected nor excessive for professionals in training.
   1) Performance anxiety, discomfort with clients of diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

b) Definition of Impairment: Impairment is defined as the interference in professional functioning which is reflected in one or more of the following ways:
   1) An Inability and/or unwillingness to acquire and integrate academic/professional standards into one’s repertoire of academic/professional behaviors.
   2) An inability to acquire academic/professional skills in order to reach an acceptable level of competency.
   3) An inability to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions which interfere with academic/professional functioning.
c) *When do problematic behaviors become identified as impairments?* Although it is a professional judgment as to when a student’s behavior becomes more serious (i.e., impaired) rather than just problematic, problems typically become identified as impairments when they include one or more of the following characteristics:

2) The student does not acknowledge, understand, or address the problem when it is identified.
3) The problem is not merely a reflection of a skill deficit which can be remediated by academic or didactic training.
4) The quality of services delivered by the student is sufficiently negatively affected. The problem is not restricted to one area of academic/professional functioning.
5) A disproportionate amount of attention by faculty/training personnel is required.
6) The trainee’s behavior does not change as a function of feedback, remediation efforts, and/or time. The problematic behavior has the potential for ethical or legal ramifications if not addressed.
7) The student’s behavior negatively affects the public view of the department.

*NOTE:* This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act (ADA). In cases in which an ADA impairment is identified or suspected, the affected student would be directed to the University’s Disability Resource Center to document the impairment and access the appropriate accommodations.

**Student Grievance and Resolutions**

The Graduate College has formal grievance policies in place to ensure that a student's rights are protected. The steps begin with the expectation that there will first be an attempt to resolve the issue with the individual most directly involved. When that is not possible or ineffective, students are encouraged to seek assistance through the following chain: advisor, program coordinator, department chair, college dean, and then, if necessary, the Graduate College.

https://www.unlv.edu/graduatecollege/fs-issues-committee

**Storage of Complaints/Grievances.** All complaints or grievances will be stored in the chairperson’s office in a locked filing cabinet. Therefore, access to the complaints/grievances is limited by two locks—the office door and the locked filing cabinet. No one is allowed access to the file unless he/she has permission from the chairperson.

**Additional Program Information**

**Student Life**

All students are encouraged to become *active participants in a community of scholars and scientist-practitioners.* The graduate student club for school psychology is called the Student Affiliates of School Psychology (SASP), a university-approved club with Dr. Song as their faculty advisor. Joining SASP is an excellent way to get to know students and become active in the program. They hold a variety of events and socials.

The program holds a fall orientation for new students and returning students and an Annual End of the Year Celebration in spring.

Students are strongly encouraged to submit proposals for presentations at national and regional professional conferences. Both the college and the Graduate & Professional Student Association (GPSA) provide mentoring and venues for campus presentations of your research. Travel support to attend conferences for your presentations is available from the department and the Graduate & Professional Student Association.

**Student Rights**

The School Psychology program seeks to provide an environment that values human dignity and adheres to the university non-discrimination policies and procedures found here:

https://www.unlv.edu/hr/policies/harassment

**Financial Support**

UNLV financial support for graduate students can be found here:

https://www.unlv.edu/graduatecollege/financing
The program and department is committed to providing Graduate Teaching Assistantships to all doctoral students for at least four years subject to state funding availability. After four years, students may apply for additional GAs throughout the college and university. Updated details regarding how to apply and benefits are available here: https://www.unlv.edu/graduatecollege/ga

Updated cost of tuition and fees can be found here: https://www.unlv.edu/apply/college-costs

**Discipline Resources**

a) The graduate student club for school psychology called SASP
   - http://saspunlv.weebly.com/
   - https://www.facebook.com/SASPUNLV/
   - Instagram: saspunlv

b) The NVASP (the Nevada Association of School Psychologists). NVASP embodies a unified community that advances opportunities for School Psychologists across the state.
   - http://nvasp.org

c) National associations NASP, Division 16 of APA, and APA:
   - http://www.nasponline.org/
   - https://apadivision16.org/
   - http://www.apa.org/

d) The International School Psychology Association (ISPA):
   - https://www.ispaweb.org/

**University Resources**

**Leadership and Professional Development Academy**
The goal of the Professional Development Academy is to serve as a virtual resource providing support and many professional opportunities to UNLV graduate students. The Academy offers information about events and services such as graduate certificate programs, workshops, training sessions and career services. You can follow Academy activities via social media or look for regular updates on the website.

**Academic Success Center**
The goal of the Academic Success Center is to help students do well academically and complete their studies on time. They offer or will refer you to such programs and resources as tutoring, advising, skills testing, career exploration and more. They guide students every step of the way to the many established resources created to ensure they complete their educational goals. Learn more about the programs and services the center currently offers.

**Alumni Association**
With an alumni base 120,000 strong, the UNLV Alumni Association offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

**Commencement Office**
Located in the UNLV Office of the Registrar, the commencement office is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College. It is the students’ responsibility to ensure they apply for graduation on time and submit all required forms to the Graduate College. Questions regarding
thesis/dissertation should be directed to the Graduate College Student Services Team and questions regarding required forms should be directed to the Graduate College RPC Team

**Office of Diversity Initiatives**
The vision of the Office of Diversity Initiatives is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV’s diversity mission: to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment. This Office also handles UNLV Title IX questions, inquiries, and reporting.

**Disability Resource Center (DRC)**
The DRC is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

**Office of International Student and Scholars**
International Students and Scholars (ISS) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

**Jean Nidetch Women's Center**
The Jean Nidetch Women’s Center is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

**The Intersection**
The Intersection is a one-stop resource for UNLV’s highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

**UNLV Libraries**
UNLV Libraries has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

**Graduate & Professional Student Association (GPSA)**
The Graduate & Professional Student Association serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141 and Gateway Building PDAC Room. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.
Office of Student Conduct
The Office of Student Conduct is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct collaborates with the UNLV community to provide an inclusive system through enforcement of the UNLV Student Code of Conduct by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- Striving to uphold the values and ethics that advance the common good.

Military and Veteran Services Center
The Military and Veteran Service Center is staffed with veterans and GI Bill-experienced staff to assist more than 1,000 veterans, dependents, active duty service members, National Guard members, and reservists. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

The Financial Aid & Scholarships Office
The Financial Aid & Scholarships Office supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

Writing Center
This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a sounding board for your ideas. The center staff can assist you in person, or via the Online Writing Lab (OWL) page.

University Policies and Procedures
Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the Graduate Student Handbook, and following websites:

- Academic Integrity
- Activation for Military Service
- Change of Address
- FERPA/Privacy Rights
- Health Insurance - Mandatory
- Jean Clery Campus Safety and Security Report
- Proof of Immunization
- Policies and Procedures on the Protection of Research Subjects
- Rebelmail Policy
- Student Conduct Code
- Student Computer Use Policy

- Title IX
UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV’s Title IX Coordinator Michelle Sposito. The Title IX Coordinator can be reached through the online reporting form at Title IX Reporting Form, by email at titleixcoordinator@unlv.edu, by phone at (702) 895-4055,
mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the Graduate Student Handbook:
- Academic Calendar
- Academic Policies
- Admission and Registration Information
- Progression and Completion Policies (listed alphabetically)

In addition, the Graduate College website contains additional information regarding policies and procedures.

*Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.*

**Handbook Information**

<table>
<thead>
<tr>
<th>Last revised</th>
<th>Revised by</th>
<th>Changes summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2020</td>
<td>Sam Song</td>
<td>Created and updated separate EdS handbook from historical versions.</td>
</tr>
</tbody>
</table>
APPENDIX A

Technical Standards & Student Expectations
The University of Nevada, Las Vegas School Psychology Programs Technical Standards

In addition to required academic achievement and proficiency, the Technical Standards described below set forth non-academic qualifications the School Psychology program considers essential for successful completion of its curriculum. Therefore, in order to be admitted to, to successfully progress through, to be approved for internship, and subsequent graduation from the School Psychology programs, applicants for admission and current students in the School Psychology programs must satisfy these Technical Standards. Students who are unable to meet these standards may be recommended for remediation or may be terminated from the program, consistent with policies articulated in the School Psychology Program Handbook.

I. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

School psychology students must be able to relate to clients/patients, fellow students, faculty and staff members, and other education and health care providers with honesty, integrity, and dedication and in a non-discriminatory manner. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient’s benefit and to know and avoid the behaviors that constitute misuse of this power. School psychology students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists' roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision making. In research teams, doctoral students must demonstrate the ability to interact appropriately with research participants, other students, and faculty and staff members. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).

A school psychology student must be of sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an inter-professional team is essential. The school psychology student must display this emotional health in spite of multiple and varied academic, teaching, and research responsibilities, in addition to clinical training expectations. School psychology students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships). School psychology students must be able to take responsibility for their behavior, which includes being open to feedback from their supervisors, academic instructors, and research advisors. School psychology students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, laboratory, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting research or clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). School psychology students must be able to advocate for their own needs in the work place without being inappropriately aggressive. They must also seek the resources and build the relationships needed to advance in their academic or professional career.

The study and ongoing practice of school psychology often involves taxing workloads and appropriate management of stressful situations. A school psychology student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

II. Intellectual Skills

School psychology students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises school psychology education.

School psychology doctoral students must be able to critically evaluate their own and others’ research, including the ability to identify limitations in the research literature or design of a specific study, to critique a manuscript as an ad hoc reviewer, and to “make psychological sense” of their own data. They must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their
identified substantive research area, to appropriately discuss this literature in individual and group lab meetings, and to integrate their understanding into scientific writing and presentations. They must further demonstrate an ability to generate novel hypotheses and to design a study that follows from those hypotheses.

School psychology students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code, NASP Ethics code, and by current state and federal laws, including the Nevada Psychology code, a school psychology student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the School Psychology Program.

III. Communication Skills

School psychology students must be able to ask effective questions, to receive answers perceptively, to record information about client/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied practicum settings, and with other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, affects, and body language). Mastery of both written and spoken English is required, although applications from students with hearing and speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

IV. Commitment to Non-Discrimination

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

A school psychology student with a diagnosed disability may participate in the School Psychology Programs, with or without reasonable accommodations, so long as the student can satisfy the requirements of the School Psychology Programs (EdS and PhD), including these Technical Standards. Students who seek reasonable accommodations for disabilities must contact the University’s Disability Resource Center (DRC). The Office will determine a student’s eligibility for and recommend appropriate accommodations and services.

Student Expectations

Students are expected to act professionally. Expectations for professional behavior should be discerned by consulting guidelines from professional ethical codes, the university student code of conduct, the department, the program handbook, and course syllabi. In addition to the evaluation forms found in this appendix, some of the more relevant behavioral expectations are outlined here for clarity:

Expectations when working with your faculty, administrators, staff, and supervisors:

- Students are expected to respond in a timely manner to faculty requests and adhere to specific time-sensitive deadlines established by program faculty.
- Students will meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Students should query advisors about their preference for minimum meeting frequency. Failure to maintain regularly scheduled meetings with one’s advisor typically results in delayed completion of milestones and
insufficient professional development. As such, ongoing, regular engagement with one’s advisor is considered essential to professional development.

- Students will come to meetings with an agenda and any documents for review.
- Students will take notes during advising meetings and follow through with identified tasks in a timely manner.
- Students will cancel/reschedule meetings in a timely manner when unprepared to meet (e.g., when failing to make progress on previously agreed upon tasks).
- Students will engage in proactive problem solving, attempting to find answers and solutions. That said, students will ask questions and request assistance when needed.
- Students will let the advisor know when additional supports are needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, study skills training).
- Students will consult their advisors before deviating from the recommended course and milestone sequence for any PhD track. Students are ultimately responsible for their own decisions and meeting all degree and program requirements proactively, but advisors assist them in understanding alternatives.

Expectations when working with your advisor and research mentor:

- Students will meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Students should query advisors about their preference for minimum meeting frequency. Failure to maintain regularly scheduled meetings with one’s advisor typically results in delayed completion of milestones and insufficient scholarly development. As such, ongoing, regular engagement with one’s advisor is considered essential to professional development.
- Students will come to meetings with an agenda and any documents for review.
- Students will take notes during advising meetings and follow through with identified tasks in a timely manner.
- Students will cancel/reschedule meetings in a timely manner when unprepared to meet (e.g., when failing to make progress on previously agreed upon tasks).
- Students will engage in proactive problem solving, attempting to find answers and solutions. That said, students will ask questions and request assistance when needed.
- Students will let the advisor know when additional supports are needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, study skills training).
- Students will consult their advisors before deviating from the recommended course and milestone sequence. Students are ultimately responsible for their own decisions and meeting all degree and program requirements, but advisors assist them in understanding alternatives.
- Students will complete several drafts of a manuscript before advancing to exam/defense, and often several drafts of each element of a project (i.e., a section of a manuscript). We expect students to welcome and use the feedback provided in a process of continuous improvement.
- Students will obtain advisor approval for presentations, publications, and any extracurricular, volunteer, or paid activities that are psychological in nature while enrolled in the Program.
- Students will take primary intellectual leadership on required research projects. This means students should identify project topics, research questions, methods, and analyses. While advisors supervise and provide feedback, students will engage in the necessary self-study to plan and carry out research plans. Students should not rely on advisors to plan their studies.
- Students will plan for advisor review time when preparing the thesis documents. Unless otherwise noted, students should allow 3 weeks for each draft review and should incorporate an allowance for 8 to 15 iterations in timelines.

Professional Behaviors in Research/Research Group:

- In addition to the one-on-one mentorship provided by the student’s advisor, students will participate in Research Group until internship. Students are expected to engage in Research Group as an opportunity to learn about various research areas and subtopics, apply what
they’ve learned elsewhere in their preparation, help others improve their work, and create accountability. Failure to consistently attend, actively participate, or complete tasks/assignments in a timely manner is a basis for a determination of poor standing within the program and may result in remediation.

- **Students may participate in more than one research group (or receive mentoring from more than one faculty member).** Students should discuss this with their advisor first and consider whether they have enough time in their schedule to allow for multiple meaningful research experiences.

- **Students will commit themselves to make timely progress in their required research activities.** Students will schedule regular meetings with their advisor. When unavoidable obstacles are expected, the student will consult with the advisor to plan accordingly. Progress in required research activities needed to graduate (i.e., research projects) should take priority over other research activities.

- **Students will learn and master APA style.** All required research manuscripts, and, unless otherwise specified, class papers, should be written in APA style. This applies to all manuscript elements, organization and headings, writing style, grammar and usage, nonbiased language, mechanics, tables and figures, and citations and references. We expect students will read thoroughly the current edition of the APA Publication Manual and refer to it regularly when preparing papers.

- **Students will obtain advisor approval for all research activities including presentation and publications, even when the advisor is not a coauthor since the student completes such professional activities as an affiliate of the university and program.**

- **Students will not make unreasonable requests of faculty, instructors, or staff, such as requesting modifications to assignments or requirements, or requesting exceptions if not related to legitimate absences.** For exceptions to timelines for research requirements, the student must experience protracted legitimate absences or delays attributable to unavoidable external factors (e.g., delays in site approval for research, participant attrition, faculty absences/travel).

- **The university requires that all research involving human subjects be cleared through proper channels.** The student and student’s advisor must submit research proposals to the University Institutional Review Board (IRB) which must approve all proposals for research, even those using existing data. Students must receive approval for any independent research, including papers. Students are responsible for ensuring sufficient time to process this paperwork (1 to 2 months depending on exempt, expedited, or full review). Students are strongly encouraged to review IRB guidance materials.
APPENDIX B

Supervisor Evaluation Forms
EDS Instructor or Research Mentor Rating Form

Items are worded to reflect competence at the readiness for internship phase of professional development. Rate each item using the scale below:

<table>
<thead>
<tr>
<th>Rarely or inadequately performs, or lacks the knowledge/skill. Well below what would is expected at this point in the student’s development:</th>
</tr>
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<tbody>
<tr>
<td>Novice. Limited knowledge and understanding. Relies on rules to guide action and has limited ability to use discretionary judgment. Does not yet recognize patterns and does not yet differentiate between important and unimportant details; does not have filled in cognitive maps. Requires close supervision, skill development, and practice.</td>
</tr>
<tr>
<td>Advanced Beginner. Demonstrates marginally acceptable performance. The student is beginning to recognize patterns and choose actions based on past experience but still needs help setting priorities. The supervisor needs to ensure that important aspects of the competency area do not go unattended.</td>
</tr>
<tr>
<td>Approaching Internship Readiness: Demonstrates increasing independence. The student continues to need support to guide performance but s/he is generalizing skills to new situations and tying old learning to new learning. The supervisor can trust that the supervisee’s competence is taking hold. The supervisee senses that s/he is relinquishing directive control, taking a more nondirective stance, and</td>
</tr>
<tr>
<td>Internship ready: The student demonstrates the competency as written. The student exhibits deeper, more integrated knowledge, is considerably more fluent in the ability to recognize and anticipate important recurring domain features and to select appropriate strategies to address them. There is a feeling of mastery and ability to cope with and manage professional work at the</td>
</tr>
</tbody>
</table>

23
focusing on more advanced topics. The supervisor is confident that student is prepared for internship.

Benchmarks by year in the program:

- Students in their 1st-2nd years of the program would be expected to have ratings of 1, 2. Ratings of 0 or 1 would be understandable.

- Students in their 3rd year of the program would be expected to have ratings of 2 or 3 in the fall; and ratings of 2, 3 and 4 by end of spring. An occasional 1 rating in the fall would be understandable if they were just being exposed to a new knowledge base or skill.

Ratings of 0 should be reserved for when there is a true knowledge, skill, or attitude deficit and a remediation plan needs to be in place.
Ratings of 4 should be made only when a supervisor truly believes the student demonstrates internship ready competence.

At the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.

**N/O (No Opportunity):** Provide this rating if the student has not had an opportunity to demonstrate the competency (e.g. has not had supervision coursework yet) or if you, the supervisor, did not have an opportunity to observe this skill in your setting.

**FOUNDATIONAL COMPETENCIES**

1. **SCIENTIFIC APPROACH**

Demonstration of knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

### 1A. Scientific Mindedness

Values and applies scientific methods to professional practice; uses evidence to support assertions.  

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<th>3</th>
<th>4</th>
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### 1B. Scientific Foundation of Psychology

Demonstrates knowledge of core science (i.e., scientific bases of behavior) and demonstrates understanding of psychology as a science.

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### 1C. Scientific Foundation of Professional Practice

Demonstrates knowledge, understanding, and application of evidence-based practice concepts.

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<th>3</th>
<th>4</th>
<th>N/O</th>
</tr>
</thead>
</table>

### 1D. Scientific Approach to Knowledge Generation
Demonstrates skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology (e.g. consults the literature).

| 0 | 1 | 2 | 3 | 4 | [N/O] |

### 1E. Application of Scientific Method to Practice

Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

Comments: For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this students’ strengths or growth edges.

### 2. ETHICAL AND LEGAL STANDARDS

Application of ethical concepts and awareness of relevant laws, regulations, rules, and policies governing professional activities at the organizational, local, state, regional and federal levels.

#### 2A. Knowledge of Ethical, Legal and Professional Standards and Guidelines

Demonstrates knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

#### 2B. Awareness and Application of Ethical Decision Making

Demonstrates knowledge and application of an ethical decision-making model; recognizes ethical dilemmas as they arise and applies an ethical decision-making process in order to resolve the dilemma; seeks consultation regarding complex dilemmas.

| 0 | 1 | 2 | 3 | 4 | [N/O] |
2C. Ethical Conduct

Conducts self in an ethical manner in all professional activities demonstrating compassion, honesty, integrity, personal courage consistent with ethical values of psychologists, capacity for boundary management; discusses intersection of personal and professional ethical and moral issues.

Comments: For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this students’ strengths or growth edges.

3. INDIVIDUAL AND CULTURAL DIFFERENCES/DIVERSITY (ICD)

Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. (Cultural diversity is defined as cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status. Awareness, sensitivity, and skills regarding the effects of oppression and privilege are also included here.)
### 3A. Self as Shaped by Individual and Cultural Diversity and Context

Articulates, understands, and monitors their own personal/cultural history, attitudes, and biases in relation to work with others.

<table>
<thead>
<tr>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

### 3B. Others as Shaped by Individual and Cultural Diversity and Context

Demonstrates knowledge of the current theoretical and empirical knowledge base regarding the way culture and context shape human behavior.

<table>
<thead>
<tr>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

### 3C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

Applies knowledge of the role of culture in professional activities (service, teaching, research, and supervision); and initiates consultation or supervision when uncertain about diversity issues.

<table>
<thead>
<tr>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

### 3D. Applications based on Individual and Cultural Context

Articulates an approach to working effectively with diverse individuals and groups, including with those whose ICD creates conflict with their own.

<table>
<thead>
<tr>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

Comments: For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this students’ strengths or growth edges.
4. **PROFESSIONAL VALUES, ATTITUDES and BEHAVIORS**

Behavior and comportment that reflect the values and attitudes of psychology.

<table>
<thead>
<tr>
<th><strong>4A. Integrity</strong> - Honesty, personal responsibility and adherence to professional values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values.</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4B. Deportment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and physical conduct (including attire) is professionally appropriate, across professional settings.</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4C. Accountability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts responsibility for own actions, meets assigned deadlines, completes clinical case documentation in accordance with practice standards; plans and organizes workload.</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

| **4D. Concern for the welfare of others** |
Acts to understand and safeguard the welfare of others. 0 1 2 3 4 [N/O]

4E. Professional Identity

Displays emerging professional identity as a scientist-practitioner; engages in self-reflection regarding one’s personal and professional functioning; engages in activities (e.g. supervision, accessing literature, attending conferences) to maintain and improve performance, well-being, and professional effectiveness. 0 1 2 3 4 [N/O]

Comments: For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this students’ strengths or growth edges.

5. COMMUNICATION AND INTERPERSONAL SKILLS

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

5A. Interpersonal Relationships
Forms and maintains productive and respectful working relationships with clients, peers/colleagues, supervisors and professionals from other disciplines.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

**5B. Affective Skills**

Tolerates ambiguity and uncertainty; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively; demonstrates assertiveness, empathy and perspective taking skill.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

**5C. Expressive Skills**

Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

Comments: For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this student's strengths or growth edges.

---

**FUNCTIONAL COMPETENCIES**

6. ASSESSMENT
Competence in evidence-based assessment and diagnosis of problems, capabilities consistent with the scope of Health Service Psychology.

<table>
<thead>
<tr>
<th>6A. Knowledge of Measurement and Psychometrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of basic psychometric constructs such as validity, reliability, and test construction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6B. Application of Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects and applies assessment methods that draw from the best available empirical literature; collects relevant data using multiple sources and methods appropriate to the referral question and accounting for diversity characteristics of the examinee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6C. Application of Assessment Methods – Administration and Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurately and consistently selects, administers, scores, and interprets assessment results within standards of administration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6D. Application of Assessment Methods – Interviewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates initial interviewing skills and collects accurate and relevant data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6E. Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity; demonstrates knowledge of DSM criteria and ability to conduct a differential diagnosis.</td>
</tr>
</tbody>
</table>
### 6F. Conceptualization and Recommendations

Formulates case conceptualizations incorporating theory and case material and guarding against decision-making biases; develops recommendations accordingly.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

### 6G. Communication of Assessment Findings

Writes an effective comprehensive report and effectively communicates results verbally to examinees.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

**Comments:** For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this students’ strengths or growth edges.

---

### 7. INTERVENTION

Competence in evidence-based interventions consistent with the scope of Health Service Psychology, including but not limited to psychotherapy, directed at an individual, family, group, organization, community, population or other system.

#### 7A. Knowledge of Evidence-Based Practice

Demonstrates knowledge of evidence-based practice, including empirical bases of psychological applications, clinical expertise, and client preferences; investigates extant literature and applies it to clinical decision making.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

#### 7B. Application – Intervention Planning
Articulates how intervention choices are informed by assessment, states and defends one’s theoretical orientation regarding behavior change, accordingly selects an appropriate intervention or range of interventions, and develops a treatment plan.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

### 7C. Application – Intervention Implementation

Demonstrates helping skills (common factors), effectively implements a typical range of intervention strategies appropriate to the practice setting, terminates treatment appropriately, collaborates effectively with other providers or systems of care, and demonstrates good judgment about unexpected issues such as crises.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

### 7D. Progress Evaluation

Assesses and documents treatment progress and outcomes, alters treatment plan accordingly, documents progress (or lack thereof) and actions taken in response, critically evaluates own performance in the treatment role.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

Comments: For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this students’ strengths or growth edges.
8. SUPERVISION

Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

<table>
<thead>
<tr>
<th>8A. Knowledge of Expectations and Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of and purpose for the roles and responsibilities of the supervisor and supervisee.</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8B. Knowledge of Processes and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates basic knowledge of supervision models and methods.</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8C. Supervisory Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages actively in supervision, responds conscientiously to supervisory feedback, prepares for supervision, provides helpful supervisory input in peer and group supervision.</td>
</tr>
<tr>
<td>0 1 2 3 4 [N/O]</td>
</tr>
</tbody>
</table>

Comments: For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this students’ strengths or growth edges.
9. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

The ability to collaborate intentionally with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

<table>
<thead>
<tr>
<th>9A. Knowledge - Role of Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher).</td>
</tr>
<tr>
<td>![Scale](0 1 2 3 4) [N/O]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9B. Knowledge – Models and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of consultation models and practices.</td>
</tr>
<tr>
<td>![Scale](0 1 2 3 4) [N/O]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9C. Knowledge of the Shared and Distinctive Contributions of Other Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates beginning knowledge of roles and perspectives of other professions with whom they would be expected to interact (e.g. teachers, social workers, physicians, other health care providers).</td>
</tr>
<tr>
<td>![Scale](0 1 2 3 4) [N/O]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9D. Functioning in Multidisciplinary and Interdisciplinary Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning.</td>
</tr>
<tr>
<td>![Scale](0 1 2 3 4) [N/O]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9E. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals.</td>
</tr>
<tr>
<td>![Scale](0 1 2 3 4) [N/O]</td>
</tr>
</tbody>
</table>
### 9F. Respectful and Productive Relationships with Individuals from Other Professions

<table>
<thead>
<tr>
<th>Develops and maintains collaborative relationships and respect for other professionals.</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

**Comments:** For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this students’ strengths or growth edges.

### 10. RESEARCH

Demonstration of knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

#### 10A. Literature Selection

Uses scholarly search tools to conduct thorough, systematic searches of literature. Correctly identifies relevant and irrelevant studies pertaining to a research topic.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>[N/O]</th>
</tr>
</thead>
</table>

#### 10B. Literature Integration

Creates a coherent narrative from disparate research articles. Articulates how previous work leads to current study.

| 0 | 1 | 2 | 3 | 4 | [N/O] |
10C. Methodological Acumen

Demonstrates technical competence in conducting daily research activities. Understands benefits and pitfalls of chosen methods.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

10D. Data Preparation

Accurately prepares and manages data for analysis. Plans for dealing with data transformations, outliers, missing values, and artifacts before analyses start.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

10E. Data Analysis

Understands why specific analytic techniques are chosen and the assumptions behind those techniques. Conducts analyses accurately in a replicable fashion. Summarizes results in both prose and figures or tables.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

10F. Contextualization of Research

Places own findings into the broader literature. Describes limitations of own work accurately and succinctly. Highlights future directions for research that follow logically from own work.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

10G. Dissemination

Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

| 0 | 1 | 2 | 3 | 4 | [N/O] |

Comments: For ratings of 0, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this students’ strengths or growth edges.
Overall Assessment of Trainee’s Current Level of Competence

Unless you’ve already done so in previous comment sections, provide a brief narrative summary of your overall impression of this trainee’s current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee’s particular strengths and weaknesses?
- How well does the trainee use supervisory feedback? Given feedback, what progress or lack of progress over the course of this training period has the trainee made? Is the progress satisfactory?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
- If applicable, is the trainee ready to move to the next level of training, or internship?
APPENDIX C

Annual Reviews:

Program Annual Review Rubric & Student Self Evaluation
Faculty Rating, Annual Student Review

Start of Block: Default Question Block

Q14 Faculty will rate students using the student-completed Annual Review form. These ratings represent consensus ratings by program faculty.

Q1 Name of Student Reviewed and degree program:

_____________________________________________________________

Q8 This student is meeting minimum acceptable levels in course work

☐ Above average (1)

☐ Average (2)

☐ Below average (3)

Q9 This student is meeting program benchmarks and requirements

☐ Above average (1)

☐ Average (2)

☐ Below average (3)
Q11 This student is meeting program expectations on professional dispositions and behaviors at minimum acceptable levels

☐ Above average (1)

☐ Average (2)

☐ Below average (3)

Q12 This student is meeting program expectations on professional practice and clinical skills at minimum acceptable levels

☐ Above average (1)

☐ Average (2)

☐ Below average (3)

Q10 This student is meeting program expectations in research skills at minimum acceptable levels

☐ Above average (1)

☐ Average (2)

☐ Below average (3)

Q13 Please explain any concerns here from above:
Q2 Summative Academic Evaluation: based on student annual review form and other relevant data, this student is:

- in good standing in the school psychology program (1)
- is not in good standing in the school psychology program (2)
- is a student about whom the faculty have academic concerns (3)

Q3 If this student was not rated in good standing, please describe the concerns below:

Q4 If this student was not rated in good standing, please describe the recommendations below:

Q5 Summative Professional Practice Evaluation: based on student annual review form and other relevant data, this student is:

- is ready for the next professional training sequence (intermediate practicum, advanced practicum, internship) (1)
- is not ready to begin the next professional training sequence (2)

Q6 If this student was not rated in good standing, please describe the concerns below:
Q7 If this student was not rated in good standing, please describe the recommendations below:

End of Block: Default Question Block
School Psych Annual Review

Program Student Annual Review - Self Reflection and Assessment: Consistent with the APA Committee on Accreditation’s (CoA) Guidelines and Principles and the NASP training standards, each student will be provided with written feedback about his/her status in the program on an annual basis. Students should complete the following self-assessment about this current academic year (fall to spring) by May 6th. All program faculty will review the student’s progress based on this form and other relevant data; and, written feedback will be provided in the form of a letter via email. Students may set up an individual conference with the student’s advisor by the beginning of the fall semester for additional feedback. See Program Handbook for details. Please fill out this survey in its entirety. An incomplete survey may inhibit your program progression in a timely manner.

Q2 Name

________________________________________________________________

Q3 Which degree program are you in this academic year (fall to spring)?

☐ EdS (4)
Q4 When did you start the program? State term and year (e.g., fall 2019).

- Fall (4)
- Spring (5)
- Summer (6)
- What Year? (8)

Q5 Who is your academic advisor?

- Dr. Lee (1)
- Dr. Loe (2)
- Dr. Leverett (3)
- Dr. Song (4)

Q6 Who is mentoring you in research?

- Dr. Lee (1)
- Dr. Loe (2)
- Dr. Leverett (3)
- Dr. Song (4)
- Other (5) ________________________________________________

Q7 Have you met with your academic advisor at least once this academic year to discuss your academic progress or plans? If not, please explain why.

- Yes (2)
- No (3) ________________________________________________

Q8 What year in the program are you in (e.g., "first year EdS")? EdS is a three-year degree. PhD is a five-year degree.

________________________________________________________________
Q9 Did you attend school full time this academic year (fall to spring)? If not, please explain why.

Q10 If you are an EdS student, indicate which program tasks and milestones you have completed thus far in the program. Drag items from left to the appropriate box on the right.

<table>
<thead>
<tr>
<th>Completed</th>
<th>In Progress and not concerned</th>
<th>Not Yet Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Attended Practicum Orientation (4)</td>
<td>____ Attended Practicum Orientation (4)</td>
<td>____ Attended Practicum Orientation (4)</td>
</tr>
<tr>
<td>Finger printing for CCSD (7)</td>
<td>Finger printing for CCSD (7)</td>
<td>Finger printing for CCSD (7)</td>
</tr>
<tr>
<td>Secured a practicum site for next year (11)</td>
<td>Secured a practicum site for next year (11)</td>
<td>Secured a practicum site for next year (11)</td>
</tr>
<tr>
<td>Completed my Committee form w/Grad College (17)</td>
<td>Completed my Committee form w/Grad College (17)</td>
<td>Completed my Committee form w/Grad College (17)</td>
</tr>
<tr>
<td>Secured an internship site for next year (12)</td>
<td>Secured an internship site for next year (12)</td>
<td>Secured an internship site for next year (12)</td>
</tr>
<tr>
<td>Applied for internship (10)</td>
<td>Applied for internship (10)</td>
<td>Applied for internship (10)</td>
</tr>
<tr>
<td>Completed Portfolio (15)</td>
<td>Completed Portfolio (15)</td>
<td>Completed Portfolio (15)</td>
</tr>
<tr>
<td>Completed my Program of Study form w/Grad College (14)</td>
<td>Completed my Program of Study form w/Grad College (14)</td>
<td>Completed my Program of Study form w/Grad College (14)</td>
</tr>
<tr>
<td>Applied for Graduation w/Grad College (8)</td>
<td>Applied for Graduation w/Grad College (8)</td>
<td>Applied for Graduation w/Grad College (8)</td>
</tr>
</tbody>
</table>

Q12 Do you believe that you are on track to graduate on time? If not, please explain why.

Q13 List any courses in which you have earned a B- or lower:
Q14 List any courses in which you have an Incomplete and your status of completing them (please list full course # and name):

______________________________________________
__________________
Q15 Please upload an unofficial Transcript from UNLV that shows your School Psychology coursework to date. Go to MyUNLV.

Q16 Please upload a current Curriculum Vitae (CV) be sure to include activities in these areas if relevant: Professional Experience (employment), Research Experience, Clinical Experience, Teaching Experience, and Service.

If you only have a resume, please revise it to a CV format, as you will need it later for internship applications.

Q17 How many professional presentations (research etc.) did you make at professional conferences this academic year (national or local settings)? Be sure to include these in your CV.

________________________________________________________________

Q18 How many publications did you author or co-author this academic year? Be sure to include these in your CV.

________________________________________________________________

Q19 To which Professional Organizations are you a member? APA, NASP, NVASP, etc. Be sure to list these on your CV.

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Q20 Did you receive any honors or awards this year? If so, how many. Be sure to list these on your CV.

________________________________________________________________

Q21 Did you receive funding for your school in the form of a Graduate Assistantship? List the position and the benefits (# of tuition credits, amount of stipend, etc.).

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Q22 If you were on internship, were you paid? List your internship site and how much pay you received?

________________________________________________________________

End of Block: Annual Review

Start of Block: Professional Dispositions

Rate yourself.

Q23 Adheres to the ethical codes and guidelines of the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

☑ Unmet (1)
☑ Improvement (2)
☑ Met (3)
☑ Exceeds expectations (4)
Q24 Demonstrates professional work behavior in and outside of the classroom (e.g., proactive, self-directed learner, completing assignments, attendance, meeting deadlines).

- Unmet (1)
- Improvement (2)
- Met (3)
- Exceeds expectations (4)

Q25 Demonstrates the ability to receive, integrate and use feedback effectively from peers, faculty, teaching assistants, staff, and supervisors.

- Unmet (1)
- Improvement (2)
- Met (3)
- Exceeds expectations (4)

Q26 Displays appropriate social interactions with peers, professors, staff, supervisors, and clients.

- Unmet (1)
- Improvement (2)
- Met (3)
- Exceeds expectations (4)

Q27 Demonstrates ability to reflect on one’s own knowledge, skills, and dispositions that is conducive to healthy professional development.

- Unmet (1)
- Improvement (2)
- Met (3)
- Exceeds expectations (4)
Q28 Demonstrates sensitivity to issues of diversity, multiculturalism, equity, and justice including those related to age, sex, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

- Unmet (1)
- Improvement (2)
- Met (3)
- Exceeds expectations (4)

Q29 Demonstrates a commitment to the eco-cultural model of school psychology

- Unmet (1)
- Improvement (2)
- Met (3)
- Exceeds expectations (4)

Q30 Write any comments about these professional dispositions

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q31 Identify at least one Professional Goal for Growth in each of these areas: academic work, research, clinical practice, and professional dispositions/behaviors:

________________________________________________________________
________________________________________________________________
________________________________________________________________
Q32 Please sign below. Thank you for your feedback!

End of Block: Professional Dispositions