PhD in School Psychology Program Handbook

Welcome

Welcome to the only PhD 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 doctoral program prepares **health service psychologists (HSPs)** specializing in school psychology who serve diverse populations by enhancing wellness and promoting social justice for individuals, families, schools, and communities, as scholars, researchers, practitioners, advocates, and leaders.*

The Ph.D. in School Psychology is rooted in training that emphasizes cultural diversity, a systems perspective (cultural ecological framework), and the integration of science and practice (scientist-practitioner model). Doctoral students are trained to be **health service psychologists** (HSPs), with a specialization in school psychology, who address psychological concerns through both scholarly research and the application of psychological knowledge and skills in practice. The Ph.D. in School Psychology trains students to be licensed school psychologists in schools, HSPs licensed for independent practice, and researchers who are able to become faculty in academia. Doctoral students train in schools, The PRACTICE (i.e., Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education), a community mental health center located in the College of Education (COE), and other community settings. Training is sequenced and rigorous adhering to training standards espoused by the American Psychological Association (APA), the Nevada Board of Psychological Examiners (NBPE), the National Association of School Psychologists (NASP), and the Nevada Department of Education (NDOE).

The School Psychology Ph.D. program's high-level aims, or goals, include the following:

Aim 1: Train leaders in the field who promote the science of psychology and advocate for the well-being of diverse children and youth through their scholarship and research; and,

Aim 2: Train health service psychologists to deliver school psychological services and advocate for the well-being of diverse children and youth through their services.

Accreditation

The PhD program is currently fully-accredited by the American Psychological Association, *Accreditation Under Contingency status, awarded March 24, 2023 and expires on March 24, 2028.* Questions related to the program's accredited status should be directed to the Commission on Accreditation:

> Office of Program Consultation and Accreditation American Psychological Association
> 750 1st Street, NE, Washington, DC 20002
> Phone: 202-336-5979
> E-mail: apaaccred@apa.org
> Website

Program History

The School Psychology PhD program began in 2005 as a subplan (or track) of the PhD 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 PhD in School Psychology was developed and began in 2020 including transfer students from the PhD in Educational Psychology and its first new cohort to begin Fall 2020. The PhD 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 2023
Dr. Scott Loe – 2023 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. Kathleen Krach - 2008 to 2010
Dr. Tara Raines - 2011 to 2014
Dr. Scott Loe - 2003 - present
Dr. Katherine Lee - 2015 to present
Dr. Samuel Song - 2016 - 2023
Dr. Patrice Leverett 2017 - 2023

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 gradassociatedean@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.

Program Information

Ph.D. in School Psychology

Contact Information

Department of Counselor Education, School Psychology, and Human Services (CSH)

Department Chair
Dr. Chris Wood, CEB 232D, chris.wood@unlv.edu

Program Coordinator & Graduate Coordinator
Dr. Scott Loe, CEB 223c, scott.loe@unlv.edu

Department Main Office
Department of Counselor Education, School Psychology, and Human Services
University of Nevada, Las Vegas

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Program Requirements

The Ph.D. program was developed to correspond to the (a) Nevada Administrative Code for School Psychologist endorsement (NAC 391. 316); (b) National Association of School Psychologists (NASP) Domains of School Psychology Graduate Education and Practice (2010); and, (c) the American Psychological Association's (APA) Standards of Accreditation for Health Service Psychology (SOA; 2017) Implementing Regulation (IR) for Domain-Specific Knowledge (DSK; IR C-7D) and Profession Wide Competencies (PWC; IR C-8D). The specific DSKs and PWCs are listed below.

DSKs:
1. History and systems of psychology
2. Affective Aspects of Behavior
3. Biological Aspects of Behavior
4. Cognitive Aspects of Behavior
5. Developmental Aspects of Behavior
6. Social Aspects of Behavior
7. Research Methods
8. Statistical Analysis
9. Psychometrics

PWCs:
1. Research
   a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
   b. Conduct research or other scholarly activities.
   c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. *Ethical and legal standards*
   a. Be knowledgeable of and act in accordance with each of the following:
      i. The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
      ii. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
      iii. Relevant professional standards and guidelines.
   b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
   c. Conduct self in an ethical manner in all professional activities.

3. *Individual and cultural diversity*
   a. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

4. *Professional values, attitudes, and behaviors*

a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others

b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
   i. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. *Communications and interpersonal skills*

a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. *Assessment*

a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

c. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

d. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

e. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

f. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. *Intervention*

    a. Establish and maintain effective relationships with the recipients of psychological services.

    b. Develop evidence-based intervention plans specific to the service delivery goals.

    c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

    d. Demonstrate the ability to apply the relevant research literature to clinical decision making.

    e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

        i. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. *Supervision*

    a. Demonstrate knowledge of supervision models and practices.

9. *Consultation and interprofessional/interdisciplinary skills*

    a. Demonstrate knowledge and respect for the roles and perspectives of other professions.

    b. Demonstrates knowledge of consultation models and practices

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

Doctoral Professional Seminars

The program maintains a cohesive community of scholarship and professional development by meeting to discuss significant professional issues impacting HSPs at the local or national level, research, and provide professional development identified by students. These Doctoral Professional Seminars are program-wide, held twice a semester and are required.

Commitment to Individual and Cultural Diversity

The UNLV Ph.D. in School Psychology program is committed to understanding and responding to human diversity in all aspects of the program. Respect for and understanding of cultural and individual diversity is reflected in the program's orientation, mission, aims, stated in policies for the recruitment, retention, and development of faculty and students with respect to diversity and in its curriculum and field placements. Human diversity is recognized, valued, and respected in the program and larger university culture, as UNLV is a member of the Hispanic Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) and Minority Serving Institutions (MSIs) and 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. The program adheres to UNLV's non-discrimination policy and ensures that access to the program is not restricted 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 and the program conducts two annual surveys designed to improve the program in this area: (a) program feedback survey, and (b) program mission and climate survey. The program also gives two awards to students who: (a) embody the program's mission (Cultural Ecological Student of the Year as determined by faculty); and, (b) serve as peer role models and community leaders (Student Community Leadership as determined by students).

Program Curriculum Committee for Transfer Credits and Course Substitutions

Transfer credits and course substitutions are the exception, rather than the rule. The program abides by the UNLV policy on transfer credits, which is in the Graduate Catalog and the APA Standards of Accreditation criteria a-d in Standard II.B.1a. The only foundational knowledge DSKs in Category 1 and 2 that are allowed to be taken outside of the UNLV program is History and Systems of Psychology, Research Methods, Statistical Analysis, and Psychometrics. For History and Systems, only the EPP 761 course may be "waived", i.e., the preliminary exam question cannot be waived. For EPP

761 to be waived, the student must have an undergraduate level course or higher on their transcript with the following words in the title: "history and systems of psychology." Next, the program curriculum committee will examine the syllabus to determine whether appropriate instruction and readings were delivered and assigned; and whether that knowledge was evaluated with a minimum grade of B. If any of the above policies cannot be met satisfactorily (e.g., criterion a-e in APA Standard II.B.1a), then, the student must take the course EPP 761. The same process is followed for research methods, statistical analysis, and psychometrics courses.

All students 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. Loe) for review by the program curriculum committee. During this process, if a student is seeking transfer credit, students must 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 are an essential component of HSP 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 as a HSP in school psychology. Doctoral students train in schools, The PRACTICE (a community mental health center located in the College of Education), and other community health settings. All practica are supervised by a licensed HSP at the university and whenever possible on-site (e.g., school settings have few licensed HSPs).

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):

Year One: First Year Practicum

> During the first year of study (Year One), Ph.D. 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).

> 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 APA PWCs and school psychology specialty domains (NASP). 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), but students are encouraged to complete upwards of 600 hrs of school-based experience to meet the NCSP program requirement early. 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 or Advanced 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.

1. Year Three: Advanced Doctoral Practicum
   In this experience, the student is expected to apply and extend the knowledge, skills and attitudes learned in year two of the program. Sites should be chosen based on the degree to which it will deepen and broaden a student's clinical experience and competence in pursuit of their career goals. The work is intensive requiring approximately 14 to 16 hours of supervised professional practice each week and must be completed during concurrent fall and spring semesters. *It is recommended that students repeat this practicum in Year 4 to gain additional experience for internship.* At the conclusion of the Advanced Doctoral Practicum experience, the student is expected to demonstrate the competencies indicating readiness for Internship.
   Students must meet the following minimum requirements:
   a) Registration of 6 credits of EPP 793 (fall & spring);
   b) 400 total hours;
   c) 600 total hours in a school setting before completion of the program (inclusive of hours accrued in first year practicum through internship) is required to meet the NCSP requirement. It is strongly recommended that students complete this requirement during Advanced Practicum (i.e., before internship).
   Prerequisites for Advanced Practicum:
   a) Advanced standing in the program defined by the satisfactory completion of all first-year and second-year course work and program requirements;
   b) Student initiates an advising meeting with the Field Experience Coordinator and advisor regarding readiness; expectations, and potential sites;
   c) Attendance in the Practicum Orientation held in conjunction with the Clinical Psychology department in March of the second year; and,
   d) Approval for Advanced Practicum by program faculty during the preceding annual review process.
   Quality Assurance and Supervision:
   a) The University supervisor or field experience coordinator will make a minimum of one (1) evaluative visit to the Advanced Doctoral Practicum site. This is to ensure appropriate placement for the student as well as to provide supervisors an opportunity to give feedback to program faculty about performance of the student.
   b) Supervision in the Advanced Doctoral Practicum will be provided by a licensed psychologist and/or a school psychologist for a school setting. In instances where off-campus supervision cannot be provided by a licensed psychologist, the course instructor will be a licensed psychologist. *In-person attendance at supervision is required.*

4. Internship. The internship experience may be completed in a variety of settings such as schools, hospitals, mental health centers, residential settings, and others. The internship follows the completion of all doctoral coursework and milestones (i.e., passing of prospectus/dissertation proposal). Additional requirements are listed below:
   1) An APA-accredited internship is expected and recommended. Still, to attend non-accredited internships, students must submit a proposal to their advisor and Program Coordinator six months prior for approval. A minimum of 1500 hours must be completed in no less than 10 months (full time) and no more than 24 months (part time). The internship must adhere to CDSPP internship guidelines. Typically, students start in summer and finish in summer making it a calendar-year experience. Minimum number of hours for licensure may vary by state and it is the student's responsibility to check regulations for the state in which they wish to be licensed.

2) The internship is a full-time experience, i.e., 8 hours a day, 40 hours a week minimum. Students registering in the internship course are considered full-time students as required by APA. This enrollment is recognized as full-time enrollment by the Financial Aid office when the internship is a full-time training experience.

3) It is the student's responsibility to apply for an internship through APPIC. The student's advisor, Field Experiences Coordinator, and Program Coordinator will provide necessary support.

4) *Prerequisites for Internship:*

   a) Satisfactory completion of all coursework and program requirements (prospectus is passed) except for dissertation and portfolio;

   b) Student initiates an advising meeting with the Program Coordinator, Field Experience Coordinator, and advisor regarding readiness; expectations, and application; and,

   c) Approval for Internship by program faculty during the preceding annual review process.

Advisory Committee Guidelines

Advising. Doctoral study in School Psychology is based on a mentoring model with the expectation that much of the learning will occur in activities outside the classroom. Early in the program, students link with one or more faculty members on research teams for discipline-related studies. Upon admittance to the School Psychology Program, students are assigned an advisor. The advisor helps develop your program of study and supports you through graduation. Initial advisors are assigned based on stated research interests from your application and interview. *Students may change advisors at any time.* Students wishing to change advisors, should speak to their current advisor first or the Program Coordinator to begin the process.

In consultation with their advisor, a student will organize a dissertation/advisory committee of at least three departmental members (one of which must be a school psychology core faculty as chair or co-chair). A fourth member from outside the department, known as the Graduate College Representative, must be appointed. A fifth committee member may be added at the student and advisor's discretion. Please see Graduate College policy for committee appointment guidelines.

Students are expected to take responsibility for their own program of study in consultation with the program handbook, advisor, program coordinator, and doctoral committee (see Appendix A for student expectations).

Degree Program Benchmarks

Students must complete several project milestones to evaluate the progression of knowledge, skills, and competence:

1. *Benchmark 1* Project is to be completed during the first two years of the program under the supervision of the student's advisor and the concurrent registration of EPP 771 (1 credit per semester for 6 semesters). The project involves conducting an annotated bibliography and a systematic literature review on a topic agreed upon by the student and advisor; and, culminates in the dissemination of the findings demonstrated by either:

   a. a manuscript *submission* to a peer-reviewed outlet. It is not required that the manuscript is accepted for publication, but that the student learns from the peer-review feedback received.

   b. the *acceptance* of the presentation of the project at a professional conference (e.g., poster). It is expected that the presentation is conducted at the conference. This project is evaluated by the student's advisor due to the peer review process involved.

2. *Benchmark 2* Project (*Preliminary Exam*) is a comprehensive exam to be completed by the end of year three and includes the following components:

   i. Praxis II exam in School Psychology

   ii. A written exam on research, ethics, diversity, advocacy, professional identity is created and evaluated by core program faculty. Students will have three weeks to complete the take home exam.

iii. Students must email the Program Coordinator and advisor to "sign up" for the exam at least one semester (i.e., last day of instruction) before they wish to take it.

iv. The exam *due dates* are aligned to the university midterm or final exam and typically follow these general time periods:
1. Fall – second-week of October
2. Spring – second-week of February
3. Summer – second-week of August
*Confirm exact dates with Program Coordinator

3. *Prospectus* is the oral defense of the written dissertation proposal evaluated by the student's doctoral committee.
4. *Dissertation* is the oral defense of the written dissertation study evaluated by the student's doctoral committee. It is recommended that students strive to complete the dissertation before leaving for internship, though not required.
5. *Internship.* An APA-accredited internship is expected and recommended. These are a calendar year, and, thus, students will not complete their degree requirements until summer.
Commencement.
Because internships typically end during the summer session, degrees are typically conferred in the summer (or in the fall if the internship ends later than summer session III). However, many students prefer to walk in the spring commencement ceremony before their internship is complete. The Graduate College will facilitate this happening if the following are true:
1. The dissertation is defended and submitted to ProQuest by the Graduate College's spring deadlines,
2. All other program requirements have been completed satisfactorily, with the only course remaining being the summer internship credit, and
3. The internship ends no later than the end of summer session III, and the student is in good standing in the internship.

Each student should email gradrebel@unlv.edu or grad.rpc@unlv.edu as well as their graduate coordinators to confirm that they will be walking in the spring commencement. The email should address the three points above, quoting the dissertation-relevant and internship end dates in the email. That process should ensure printing of students' names in the spring commencement program, though there may be an asterisk indicating *pending completion of program requirements* in the program to reflect that the internship is not yet done.

In addition to the degree benchmarks, the program has additional research requirements that students must meet to remain in good standing in the program: (a) membership in one professional organization (i.e., APA, Division 16 of APA) and attendance at two professional conferences (e.g., APA), and engagement in 8 – 10 hours of research activities per week outside of coursework (i.e., EPP 771 in first two years of program).

The following table outlines a sample timeline for degree program benchmarks with satisfactory and unsatisfactory completion rates. Unsatisfactory completion of program benchmarks may result in an Improvement Plan and Academic Probation. It is recommended that students keep in touch with their advisor to ensure appropriate program completion.

TASK / Years 1 to 5	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su
Benchmark 1															
Select Advisor	🟩	🟧													
Annotated Bibliography	🟩	🟧													
Literature Review	🟩	🟨	🟧												

TASK / Years 1 to 5	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su
Conference Submission		🟩	🟨	🟥											
Manuscript Submission/Presentation Acceptance				🟩	🟨	🟥									
Benchmark 2															
Form Doctoral Committee			🟩	🟨	🟥										
Praxis II Exam						🟩	🟨	🟥							
Preliminary Exam (Comprehensive Exam)						🟩	🟨	🟥							
Post-Benchmark 1 & 2															
Prospectus										🟩	🟨	🟥			
Portfolio										🟩	🟨	🟥			
Dissertation										🟩	🟩	🟩	🟨	🟨	🟥
Internship													🟩	🟩	🟥
Legend															
"Optimal"	🟩														
"Acceptable"	🟨														
"Marginal"	🟥														

Program Timeline

Time to completion and residency requirements. The PhD in School Psychology adheres to both UNLV Graduate College policies and APA Accreditation standards for program completion and residency. From B.A. to Ph.D, students are expected to complete the program in five years of full-time study inclusive of a minimum of two-years of study at UNLV and at least one-year of full time residency status. Students must complete all program requirements within seven years maximum.

Part-time cohort option: Students may complete the program part-time, only if the following criteria are met: (a) the program must be completed within 8 years maximum inclusive of a minimum of two-years of study at UNLV and at least one-year of full time residency status; (b) the completion of the research apprenticeship courses as designed (i.e., EPP 771 must be taken in six consecutive semesters within the first two years of the program); and, (c) the completion of any Doctoral Professional Seminars, program-wide meetings.

Students are required to develop an individualized program of study (POS) with their advisor by the fall semester of their first year in the program. However, for illustrative purposes only, please see the following sample program of study:

Sample BA to PhD POS: **Official requirements are found in the Catalog.**

Semester	Class	Class Name	Crs	Tot
Year		*Specialist Yr1*		
Year 1: Fall Semester	EPP 771	EPP 771 School Psychology Research (6 credits)	1	
	EPP 710	EPP 710 Assessment of Intelligence by School Psych. 3 cr.	3	
	EPP 786	EPP 786 School Psychology First Year Practicum 1 cr.	1	
	EPP 761	EPP 761 Role & Function of the School Psych. 3 cr.	3	
	EPP 775	EPP 775 Crisis Prevention and Intervention in Schools	3	
	EPY 702	EPY 702 Methods of Research 3 cr.	3	*14*
Year 1: Spring Semester	EPP 771	EPP 771 School Psychology Research (6 credits)	1	
	EPP 715	EPP 715 Projective, Personality, & Behavioral Assessment by School Psychologists 3 cr.	3	
	EPP 786	EPP 786 School Psychology First Year Practicum 1 cr.	1	
	EPP 763	EPP 763 Psychoeducational Academic/Diagnostic Assessment 3 cr.	3	
	EPP 760	EPP 760 Cultural Ecological Model in School Psychology	3	
	EPY 721	EPY 721 Descriptive and Inferential Statistics: An Introduction 3 cr.	3	*14*
Year 1: Summer Semester	EPP 772A	EPP 772 A - Doctoral Seminar in Psychological Science: Cognition & Affect	3	
	EPP 772B	EPP 772 B - Doctoral Seminar in Psychological Science: Development & Social	3	
	EPP 771	EPP 771 School Psychology Research (6 credits)	1	
	EPP	EPP 730 - Consultation Theory and Skills	3	

Semester	Class	Class Name	Crs	Tot
	730			
	EPP 770	EPP 770 - Systems Change, Leadership, & Advocacy in Schools	3	**13**
Year 2		*Specialist Yr2*		
Year 2: Fall Semester	EPP 771	EPP 771 School Psychology Research (6 credits)	1	
	EPP 774	EPP 774 Evidence-Based Child & Youth Psychotherapy	3	
	EPP 762	EPP 762 School Psychology Intermediate Practicum	3	
	ESP 788	ESP 788 - Single Subject Methods in Special Education	3	
	EPY 722	EPY 722 - Inferential Statistics and Experimental Design	3	*13*
Year 2: Spring Semester	EPP 735	EPP 735 - Evidence Based Interventions to Promote Mental Health	3	
	EPY 732	EPY 732 - Multiple Regression	3	
	EPP 762	EPP 762 School Psychology Intermediate Practicum	3	
	EPP 771	EPP 771 School Psychology Research (6 credits)	1	
	EPP 745	EPY 788 Legal Clinic 3 cr.	3	*13*
Year 2: Summer Semester	EPP 771	EPP 771 School Psychology Research (6 credits)	1	
	EPP 777	EPP 777 - Families and Collaboration in School Psychology	3	*4*

Semester	Class	Class Name	Crs	Tot
Year 3		*Doctoral Yr1*		
Year 3: Fall Semester	EPP 723	EPP 723 Diagnostic/Prescriptive Strategies - Psychopathology	3	
	EPY 723	EPY 723 - Theory and Practice of Human Measurement I	3	
	EPP 793	EPP 784 Advanced Doctoral Practicum	3	
	EPP 767	EPP 767 School-based Neuropsychology	3	*12*
Year 3: Spring Semester	PSY 701	PSY 701 Biological Bases of Behavior	3	
	EPP 773	EPP 773 School Psychology Research Development (3 credits)	3	
	EPP 793	EPP 784 Advanced Doctoral Practicum	3	
	XXX	Elective in Advanced Research (Qual, Mixed Methods, Quant, or Advanced Stats)	3	*12*
Year 3: Summer Semester				
Year 4		*Doctoral Yr2*		
Year 4: Fall Semester	EPP 784	EPP 784 Supervision & Teaching Practicum	3	
	XXX	Counseling/Intervention elective	3	
	XXX	Elective in Diversity, Multiculturalism, and Social Justice	3	*9*
		(optional: Advanced Practicum for extra clinical hours)		

Semester	Class	Class Name	Crs	Tot
Year 4: Spring Semester	EPP 799	EPP 799 Dissertation	6	*6*
		(optional: EPP784 Supervision & Teaching Practicum & Advanced Practicum for extra clinical hours)		
Year 4: Summer Semester	EPP 799	EPP 799 Dissertation	6	6
Year 5		***Doctoral Yr3***		
Year 5: Fall Semester	EPP 794	EPP 794 Doctoral Internship	3	*3*
Year 5: Spring Semester	EPP 794	EPP 794 Doctoral Internship	3	*3*
		Total Credits		*122*

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 Appendix A for expectations and B for supervisor evaluation form). 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 American Psychological Association and 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 2020](#)

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

Technical Standards. Earning a degree as a Health Service Psychologist (HSP) with a specialty 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 American Psychological Association (APA) Standards of Accreditation (SOA) and 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. *Please see Appendix A for detailed Technical Standards.*

Annual Review Procedures

Annual Mandatory Individual Development Plan: Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form [Formerly known as the Student Annual Review]. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead.

Faculty Advisors/Graduate Coordinators have the option to provide feedback to each students' submitted IDP and provide acknowledgement that they have reviewed the IDP.

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 UNLV metrics related to the annual productivity of all students.

Mid-Term Review: This mandatory IDP review covers the prior calendar year (i.e., after fall semester, thus, providing an opportunity for mid-academic-year feedback), assesses student progress while setting goals for the year ahead, and provides an opportunity for written feedback from the advisor and program coordinator.

End-of-Year Review by the Program. The program conducts a *Program Annual Student Review* during the summer 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 be recommended to be placed on probation by 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 be recommended to be placed on probation by the Graduate College.

Improvement Plan. When an Improvement Plan is developed for a student (see Appendix C for template), 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 via the Graduate College 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 describe the specific program expectations aligned to professional standards 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 are 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. [Graduate Student Appeals & Legal 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 & Policies
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. Loe 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. In addition, a doctoral student representative is elected annually by the doctoral students to represent collective needs to the faculty and to SASP, and to organize informal student gatherings.

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: Policy Against Discrimination and Sexual Harassment - Complaint Procedure

Financial Support
UNLV financial support for graduate students can be found here: UNLV 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: UNLV GA

Updated cost of tuition and fees can be found here: UNLV Tuition and Fees

Record Retention Policy
Student files are maintained electronically on the university Google drive, which is HIPAA/FERPA compliant. All records and evaluations for evidence of the student's progression through the program are held here for future reference and credentialing purposes accessible to the program faculty, department chair, and administrative assistants.

Discipline Resources
School psychology students should get involved in the program, department, college, university, and community by joining:
   a) The graduate student club for school psychology called SASP
      ➢ SASP Weebly
      ➢ SASP Facebook
      ➢ 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.
      ➢ NVASP.
   c) National associations NASP, Division 16 of APA, and APA:
      ➢ NASP
      ➢ Division 16 of APA
      ➢ APA
   d) The International School Psychology Association (ISPA):
      ➢ ISPA

University Resources
The Graduate Academy: Innovative Leadership, Professional, and Career Development
The goal of the Graduate 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 they 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 140,000 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 veteran education benefits 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 soundboard 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 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](#), by email at [titleixcoordinator@unlv.edu](#), by phone at (702) 895-4055, by 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 Catalog:](#)

- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

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

Last revised	Revised by	Changes summary
July 2023	Sam Song	Updated information in alignment with accreditation standards
May 2020	Sam Song	Creation of 1st handbook for the program.
April 2021	Sam Song	Updated NASP standards, faculty information, and dissertation options. Faculty vote results: 4/1/2021, 4y-0n

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.

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.

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.

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.

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

Student Profession-Wide Competencies (PWCs) Evaluation Form

To be completed by Clinical Field Supervisors (each semester), Advisors and Research Mentors and other supervisors as relevant (annually)

General overview

THIS IS TO BE COMPLETED BY THE SITE SUPERVISOR.

The Site Supervisor is required to complete two evaluation forms for each student to assess the student's developing psychology professional knowledge, skills, behaviors and dispositions (one evaluation per semester).

The student evaluations are used to judge student progress and plan goals throughout the year. The Site Supervisor commonly evaluates the student continually and is required to provide at least 1 hour of direct supervision each week for part-time training (e.g., intermediate practicum, advanced practicum) and at least 2 hours of direct supervision each week for full-time training (e.g., internship), which is always a minimal time amount in reality.

How to apply scoring

The School Psychology practicum and internship student must demonstrate the following competencies at a minimum level, grouped in five Nevada State standards, APA Profession-Wide Competencies (PWC's). For successful completion of each practicum and internship experience, all relevant competencies must be rated as 4 Competent (minimally) in order to progress to the next training experience (practicum level work/advanced practicum, internship/entry-level practice as indicated below).

For each competency, the distinctions in skills and knowledge candidates demonstrate are:

N/O Not observed: The student has not had an opportunity to demonstrate a particular skill or clinical area; for example, if they have not yet been required to write assessment reports

1 Insufficient Competence: The student does not understand or is unable to demonstrate the skill that is expected at this time in the training experience effectively OR the student exhibits behaviors indicating lack of readiness for the work that is required. Supervision alone is not sufficient in order for the student to perform their duties; additional structured training opportunities or remediation appear necessary.

2 Emerging Competence: The student has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill.

3 Maturing Competence: The student is aware of the competency and applies it to their work, without need for assistance in most cases. Supervision is routine and focuses on consistent use and continued advancement of the skill.

4 Competent: The student effectively utilizes the skill and consistently applies it in their work, without need for assistance. Supervision focuses on developing advanced understanding and performance of this skill. This is the level of competence that indicates readiness for practicum level work/internship/entry-level practice (see below) upon successful completion of the experience.

 - Practicum level work (this is on the forms evaluating Introductory 1st year practicum experiences)

 - Advanced practicum level work (this is on forms evaluating 2nd year Intermediate and 3rd year Advanced practicum experiences)

 - Internship (this is on the forms evaluating 4th year Advanced Practicum experiences)

 - Entry-level practice (this is on the forms evaluating Internship experiences)

5 Advanced Competence: The student has an advanced skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work. Supervision focuses on further refining advanced performance of this skill.

Are you licensed as a School Psychologist?

Do you hold the NCSP credential?

Are you a Licensed Psychologist?

Was this trainee supervised by individuals also under your supervision?

If yes, please provide the name(s) of additional supervisors:

Question Comments :

Please describe the supervision arrangement.

Question Comments :

How long have you been practicing?

Question Comments :

Standards of Accreditation require at least one direct observation per formal evaluation period (i.e., at least once per semester or summer term). Describe the method (e.g., video, live, one-way mirror) and frequency of direct observation you used to evaluate this trainee over this evaluation period:

Question Comments :

Indicated your highest degree earned:

Foundational Competency 1. SCIENTIFIC APPROACH

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.

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.

1A. Scientific Mindedness: Values and applies scientific methods to professional practice; uses evidence to support assertions.

1B. Scientific Foundation of Psychology Demonstrates knowledge of core science (i.e., scientific bases of behavior) and demonstrates understanding of psychology as a science.

1C. Scientific Foundation of Professional Practice Demonstrates knowledge, understanding, and application of evidencebased practice concepts.

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).

1E. Application of Scientific Method to Practice: Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs.

Foundational Competency 1. SCIENTIFIC APPROACH Comments :

Foundational Competency 2. ETHICAL AND LEGAL STANDARDS:

Performance Expectations:

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.

Comments: For ratings of 1, 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.

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 l codes, standards and guidelines, laws, statutes, rules, and regulations.

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.

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.

Foundational Competency 2. ETHICAL AND LEGAL STANDARDS: Comments :

Foundational Competency 3. INDIVIDUAL AND CULTURAL DIFFERENCES/DIVERSITY (ICD):

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.

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.

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.

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.

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.

3D. Applications based on Individual and Cultural Context: Articulates an approach to working effectively with diverse individuals and groups, including with those whose individual and cultural diversity creates conflict with their own.

Foundational Competency 3. INDIVIDUAL AND CULTURAL DIFFERENCES/DIVERSITY (ICD): Comments :

Foundational Competency 4. PROFESSIONAL VALUES, ATTITUDES and BEHAVIORS

4. PROFESSIONAL VALUES, ATTITUDES and BEHAVIORS: Behavior and comportment that reflect the values and attitudes of psychology.

Comments: For ratings of 1, 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.

4A. Integrity - Honesty, personal responsibility and adherence to professional values. Adherence to professional values infuses work as a psychologist- in-training; recognizes situations that challenge adherence to professional values.

4B. Deportment: Communication and physical conduct (including attire) is professionally appropriate, across professional settings.

4C. Accountability: Accepts responsibility for own actions, meets assigned deadlines, completes clinical case documentation in accordance with practice standards; plans and organizes workload.

4D. Concern for the Welfare of Others: Acts to understand and safeguard the welfare of others.

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.

Foundational Competency 4. PROFESSIONAL VALUES, ATTITUDES and BEHAVIORS Comments :

Foundational Competency 5.COMMUNICATION AND INTERPERSONAL SKILLS

5.COMMUNICATION AND INTERPERSONAL SKILLS: Relates effectively and meaningfully with individuals, groups, and/or communities.

Comments: For ratings of 1, 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.

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

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.

5C. Expressive Skills: Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

Foundational Competency 5.COMMUNICATION AND INTERPERSONAL SKILLS Comments :

Functional Competency 6. ASSESSMENT

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

Comments: For ratings of 1, 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.

6A. Knowledge of Measurement and Psychometrics: Demonstrates understanding of basic psychometric constructs such as validity, reliability, and test construction.

6B. Application of Assessment Methods: 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.

6C. Application of Assessment Methods: Administration and Scoring Accurately and consistently selects, administers, scores, and interprets assessment results within standards of administration.

6D. Application of Assessment Methods: Interviewing Demonstrates initial interviewing skills and collects accurate and relevant data.

6E. Diagnosis: 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.

6F. Conceptualization and Recommendations: Formulates case conceptualizations incorporating theory and case material and guarding against decision-making biases; develops recommendations accordingly.

6G. Communication of Assessment Findings: Writes an effective comprehensive report and effectively communicates results verbally to examinees.

Functional Competency 6. ASSESSMENT Comments :

Functional Competency 7. Intervention

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.

Comments: For ratings of 1, 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.

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.

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.

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.

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.

Functional Competency 7. Intervention Comments :

Functional Competency 8. SUPERVISION

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

Comments: For ratings of 1, 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.

8A. Knowledge of Expectations and Roles: Demonstrates knowledge of and purpose for the roles and responsibilities of the supervisor and supervisee.

8B. Knowledge of Processes and Procedures: Demonstrates basic knowledge of supervision models and methods.

8C. Supervisory Practices: Engages actively in supervision, responds conscientiously to supervisory feedback, prepares for supervision, provides helpful supervisory input in peer and group supervision.

Functional Competency

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.

Comments: For ratings of 1, 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.

9A. Knowledge: Role of Consultant Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher).

9B. Knowledge: Models and Practices Demonstrates knowledge of consultation models and practices.

9C. Knowledge of the Shared and Distinctive Contributions of Other Professions: Demonstrates 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).

9D. Functioning in Multidisciplinary and Interdisciplinary Contexts: Demonstrates knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning.

9E. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes: Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals.

9F. Respectful and Productive Relationships with Individuals from Other Professions: Develops and maintains collaborative relationships and respect for other professionals.

Functional Competency 9. CONSULTATION & INTERPROFESSIONAL/INTERDISCIPLINARY SKILL Comments :

Functional Competency 10. RESEARCH

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.

Comments: For ratings of 1, 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.

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.

10B. Literature Integration: Creates a coherent narrative from disparate research articles. Articulates how previous work leads to current study.

10C. Methodological Acumen: Demonstrates technical competence in conducting daily research activities. Understands benefits and pitfalls of chosen methods.

10D. Data Preparation: Accurately prepares and manages data for analysis. Plans for dealing with data transformations, outliers, missing values, and artifacts before analyses start.

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.

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.

10G. Dissemination: Effectively disseminates research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

Functional Competency 10. RESEARCH Comments :

Overall Assessment of Trainees 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?

Question Comments :

Supervisors signature

Please type your name here.

Question Comments : *Comment Required

APPENDIX C

Annual Reviews:

Program Annual Review Form & Student Self Evaluation

Faculty Rating, Annual Student Review

Start of Block: Default Question Block

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

Name of Student Reviewed and degree program:

This student is meeting minimum acceptable levels in course work

☐ **Above average (1)**

☐ **Average (2)**

☐ **Below average (3)**

This student is meeting program benchmarks and requirements

☐ **Above average (1)**

☐ **Average (2)**

☐ **Below average (3)**

This student is meeting program expectations on professional dispositions and behaviors at minimum acceptable levels

☐ **Above average (1)**

☐ **Average (2)**

☐ **Below average (3)**

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

☐ **Above average (1)**

☐ **Average (2)**

☐ **Below average (3)**

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

☐ **Above average (1)**

☐ **Average (2)**

☐ **Below average (3)**

Please explain any concerns here from above:

_____

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)**

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

_____

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

_____

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)**

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

_____

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

_____

End of Block: Default Question Block

School Psych Annual Review
Student Self-Evaluation

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 and/or Program Coordinator 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.

Name

_____

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

❑ EdS (4)

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

❑ Fall (4)

❑ Spring (5)

❑ Summer (6)

❑ What Year? (8)

_____

Who is your academic advisor?

○ Dr. Lee (1)

○ Dr. Loe (2)

○ Dr. Leverett (3)

○ Dr. Song (4) Who is mentoring you in research?

❑ Dr. Loe (1)

❑ Dr. Leverett (2)

❑ Dr. Song (3)

❑ Other (4) _____

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

❑ Yes (2)

❑ No (3) _____

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.

_____

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

_____

If you are a PhD 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.

Completed	In Progress and not concerned	Not Yet Required
_____ Attended Practicum Orientation (4)	_____ Attended Practicum Orientation (4)	_____ Attended Practicum Orientation (4)
_ Finger printing for CCSD (7)	_ Finger printing for CCSD (7)	_ Finger printing for CCSD (7)
_ Secured a practicum site for next year (11)	_ Secured a practicum site for next year (11)	_ Secured a practicum site for next year (11)
___ Completed Benchmark 1 (18)	___ Completed Benchmark 1 (18)	___ Completed Benchmark 1 (18)
_ Completed my Committee form w/Grad College (21)	_ Completed my Committee form w/Grad College (21)	_ Completed my Committee form w/Grad College (21)
_____ Secured Advanced Practicum site for next year (17)	_____ Secured Advanced Practicum site for next year (17)	_____ Secured Advanced Practicum site for next year (17)
____ Passed the Praxis (13)	____ Passed the Praxis (13)	____ Passed the Praxis (13)
_ Completed my Program of Study form w/Grad College (14)	_ Completed my Program of Study form w/Grad College (14)	_ Completed my Program of Study form w/Grad College (14)
__ Passed Preliminary Exam (19)	__ Passed Preliminary Exam (19)	__ Passed Preliminary Exam (19)
___ Defended Proposal (20)	___ Defended Proposal (20)	___ Defended Proposal (20)
__ Applied for internship (10) Completed Portfolio _ Defended Dissertation (15)	__ Applied for internship (10) Completed Portfolio _ Defended Dissertation (15)	__ Applied for internship (10) Completed Portfolio _ Defended Dissertation (15)
___ Applied for Graduation w/Grad College (8)	___ Applied for Graduation w/Grad College (8)	___ Applied for Graduation w/Grad College (8)

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

_____

List any courses in which you have earned a B- or lower:

_____

List any courses in which you have an Incomplete and your status of completing them (please list full course # and name):

_____

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

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.

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.

_____

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

_____

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

_____

_____

_____

_____

_____

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

_____

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.).

_____

_____

_____

_____

_____

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 on the items below.

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)

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)

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)

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

○ Unmet (1)

○ Improvement (2)

○ Met (3)

○ Exceeds expectations (4)

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)

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)

Demonstrates a commitment to the cultural-ecological model of school psychology

○ Unmet (1)

○ Improvement (2)

○ Met (3)

○ Exceeds expectations (4)

Write any comments about these professional dispositions

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

Please sign below. Thank you for your feedback!

End of Block: Professional Dispositions

Improvement Plan
(APA Competency Remediation Plan)

Date of Competency Remediation Plan Meeting:
Name of Trainee:
Primary Supervisor/Advisor:
Names of All Persons Present at the Meeting:
All Additional Pertinent Supervisors/Faculty:
Date for Follow-up Meeting(s):

Circle all competency domains in which the trainee's performance does not meet the benchmark:

Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems
Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

Competency Remediation Plan

Competency Domain/ Essential Components	Problem Behaviors	Expectations for Acceptable Performance	Trainee's Responsibilities / Actions	Supervisors'/ Faculty Responsibilities/ Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Consequences for Unsuccessful Remediation

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED).*

_____   _____
Trainee Name   Date   Training Director   Date

Trainee's comments (Feel free to use additional pages):

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Competency Remediation Plan Continued

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):
Date (s):
In Attendance:

Competency Domain/ Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks (met, partially met, not met)	Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)	Next Evaluation Date (if needed)

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____ _____

Trainee   Date / Training Director Date

Trainee's comments (Feel free to use additional pages):