



## Ph.D. in School Psychology Program Handbook

### Welcome

Welcome to the only APA-Approved, PhD School Psychology program in Nevada! We are working to meet the critical need for school psychologists in Nevada and nationally. If you are new to the field, you will find that school psychology is a stimulating and rewarding field. If you have already been a practicing school psychologist, we welcome you to advance your overall skills and knowledge of the field. We are glad that you have chosen UNLV for your education and training. Feel free to contact us ([school psychology faculty](#)) for any questions.

### 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 emphasizing cultural diversity, a systems perspective (cultural, ecological framework), and integrating science and practice (the scientist-practitioner model). Doctoral students are trained to be health service psychologists (HSPs) specializing in school psychology who address psychological concerns through scholarly research and applying 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 can become faculty in academia. Doctoral students train in schools, The PRACTICE (i.e., Partnership for Research, Assessment, Counseling, Therapy, and Innovative Clinical Education; <https://www.unlv.edu/thepractice>), 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 wellbeing 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.
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### Accreditation

The Ph.D. program is currently Accredited on Contingency by the American Psychological Association. Accreditation Under Contingency status was awarded on 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](mailto:apaaccred@apa.org)

[APA Accreditation Website](#)

## Program History

The School Psychology PhD program began in 2005 as a sub-plan (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 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 - 2013

Dr. Scott Loe: 2013 - 2017

Dr. Samuel Song: 2017 - 2023

Dr. Scott Loe: 2023 - 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 (retired)

Dr. Kathleen Krach: 2008 - 2010 and 2024 - present

Dr. Tara Raines: 2011 to 2014

Dr. Scott Loe: 2003 - present

Dr. Katherine Lee: 2015 - 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. Policy questions should be directed to the Graduate College: [valarie.burke@unlv.edu](mailto:valarie.burke@unlv.edu) or [gradassociatedean@unlv.edu](mailto:gradassociatedean@unlv.edu).

## Department Graduate Faculty

The [UNLV Graduate Catalog](#) lists the graduate faculty. 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

Official program requirements can be found in the [Graduate Catalog](#). Additional information about the program can be found on the program website [the Ph.D. in School Psychology](#)

## Contact Information

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

### Department Chair

Dr. [Sterling Saddler](#)

Office: CEB 232D

e-mail: [sterling.saddler@unlv.edu](mailto:sterling.saddler@unlv.edu)

### Program Coordinator & Graduate Coordinator

Dr. Scott Loe

Office: CEB 223c

e-mail: [scott.loe@unlv.edu](mailto:scott.loe@unlv.edu)

### Department Main Office

Department of Counselor Education, School Psychology, and Human Services

University of Nevada, Las Vegas

Box 453014

4505 S. Maryland Pkwy.

Las Vegas, NV 89154-3014

702-895-1891 (office)

702-895-1658 (fax)

[csh@unlv.edu](mailto:csh@unlv.edu)

## 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, and 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.

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- 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;
    - iii. Relevant professional standards and guidelines.
    - iv. Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve dilemmas.
    - v. Ethically conduct yourself 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.
  - d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
5. Communication 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 and 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 knowledge of functional and dysfunctional behaviors, including context, to the assessment and/or diagnostic process.

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- 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.
4. 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.
    - f. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
  5. Supervision
    - a. Demonstrate knowledge of supervision models and practices.
  6. 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, and 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. 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 are 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. Official approval for course substitutions and transfers are approved via the Graduate College process.

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, etc.) and may require additional competency assessments (e.g., video of cognitive test administration). Prior coursework must cover the breadth of scientific psychology and the current body of knowledge specific to each content area for it to satisfy program requirements.

## Field-based Experiences

The practice of professional psychology in the field through varied practica and internships is an essential component of 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 an 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. Activities must often be scheduled during regular business hours to ensure that students have access to an appropriate breadth of training opportunities and supervision during practicum. Students must 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, at [katherine.lee@unlv.edu](mailto: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 practicum 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 practicum hrs total are required for the year), but students are encouraged to complete upwards of 600 practicum 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), are required for the year (three credits per semester).

### Prerequisites for Intermediate Practicum:

1. Satisfactory completion of all first-year coursework or approval by the Program Coordinator, Field Experience Coordinator, and program faculty (e.g., part-time students only).

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2. Signing up and attending the Practicum Orientation in the spring of the first year
3. 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 coursework 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.

### *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 they will deepen and broaden a student's clinical experience and competence in pursuing their career goals. The work is intensive, requiring approximately 14 to 16 practicum 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 in preparation for the internship.* At the conclusion of the Advanced Doctoral Practicum experience, the student is expected to demonstrate the competencies indicating readiness for the Internship.

### Minimum Requirements Completed During Advanced Doctoral Practicum:

1. Registration of 6 credits of EPP 793 (fall & spring).
2. 400 total practicum hours.
3. 600 total practicum hours in a school setting before completion of the program (inclusive of hours accrued in first year practicum through any experiences prior to 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:

1. Advanced standing in the program as defined by the satisfactory completion of all first-year and second-year coursework and program requirements.
2. The student initiates an advising meeting with the Field Experience Coordinator and advisor regarding readiness, expectations, and potential sites.
3. Attendance in the Practicum Orientation held in conjunction with the Clinical Psychology department in March of the second year.
4. Approval for Advanced Practicum by program faculty during the preceding annual review process

### Quality Assurance and Supervision:

1. The University supervisor or field experience coordinator will make at least one (1) evaluative visit to the Advanced Doctoral Practicum site per academic year. This is to ensure appropriate placement for the student and to provide supervisors with an opportunity to give feedback to program faculty about the student's performance.
2. 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 a licensed psychologist cannot provide off-campus supervision, the course instructor will be a licensed psychologist. *In-person attendance at supervision is required.*

### *Internship*

The internship experience may be completed in various settings such as schools, hospitals, mental health centers, residential settings, and others. The internship follows the completion of all doctoral coursework and certain program milestones (i.e., passing of prospectus/dissertation proposal). Additional requirements are listed below:

3. An APA-accredited internship is expected and recommended. To attend nonaccredited internships, students must submit a proposal to their advisor and Program Coordinator six months prior for approval. A minimum of

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1500 internship 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 the Council of Directors of School Psychology Programs (CDSPP) internship guidelines. Typically, students start in summer and finish in summer, making it a calendar-year experience. The minimum number of hours for licensure may vary by state, and it is the student's responsibility to check regulations for the state where they wish to be licensed.

4. 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 APA requires. The Financial Aid office recognizes this enrollment as full-time enrollment when the internship is a full-time training experience.
5. It is the student's responsibility to apply for an internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC; <https://www.appic.org/>). The student's advisor, Field Experiences Coordinator, and Program Coordinator will provide necessary support.

#### Prerequisites for Internship:

1. Satisfactory completion of all coursework and program requirements
2. (prospectus is passed) except for the dissertation defense and portfolio.
3. The student initiates an advising meeting with the Program Coordinator, Field Experience Coordinator, and advisor regarding readiness, expectations, and application.
4. 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.

Students can form their Graduate Advisory Committee (GAC) after completing Benchmark 2 in consultation with their advisor. GACs must be chaired or co-chaired by a Core School Psychology faculty member. Additional members include at least two additional faculty from the Department of Counselor Education, School Psychology, and Human Services, and a fourth member from outside the department (e.g., the Graduate College Representative). A fifth faculty member may be added if necessary. Please consult the Graduate Student Advisory Committees section in your **Graduate Catalog** for committee appointment guidelines and policies.

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) as well as **the Graduate Catalog**.

## Degree Program Benchmarks

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

### Benchmark 1

Benchmark 1 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 (3 credits per semester for 2 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:

1. 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.
2. the *acceptance* of the presentation of the project at a professional conference (e.g., poster). It is expected that the presentation will be conducted at the conference. The student's advisor evaluates this project due to the peer review process involved.

### Benchmark 2 Project (Preliminary Exam)

Benchmark 2 is a comprehensive exam completed by the end of year three and includes the two components:

1. Praxis II exam in School Psychology
2. A written take-home exam on research, ethics, diversity, advocacy, and professional identity.
  - a. Students have three weeks to complete the take-home exam.
  - b. 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.
  - c. The exam *due dates* are aligned to the university midterm or final exam and typically follow these general time periods:
    - i. Fall – second week of October.
    - ii. Spring – second week of February.
    - iii. Summer – second week of August.
    - iv. Confirm exact dates with the Program Coordinator.
  - d. The Core School Psychology faculty evaluates the take-home exam portion benchmark 2 as *Pass with Distinction, Pass, Revise and Resubmit, or Fail*.

Both the Praxis II exam in School Psychology and the written take-home exam must be completed and passed prior to advancing to the Prospectus.

### Prospectus

The prospectus consists of two components, which must be completed after passing Benchmark 2. Students must form their Graduate Advisory Committee (GAC) to complete this benchmark. Please consult the *Advisement Committee Guidelines* section of this handbook and the Graduate Student Advisory Committees section in your [Graduate Catalog](#) for committee appointment guidelines and policies.

1. A written dissertation proposal developed in consultation with the student's GAC.
2. An oral defense of the written proposal before the student's GAC.

An approved prospectus by the student's GAC culminates in *Advancement to Doctoral Candidacy* and is required prior to beginning work on the dissertation and enrolling in dissertation credits.

### Dissertation

The dissertation consists of two components:

1. A written dissertation describing the project described in the prospectus approved by the student's GAC.
2. An oral defense of the written dissertation before the student's GAC.

Although not required, it is recommended that students strive to complete the dissertation before leaving for the internship.

**Internship**

An APA-accredited internship is expected and recommended. Internships run for 12 months within 2 years or within the site's contracted time. Therefore, students beginning internships in the fall semester will not complete their degree requirements until summer.

**When can you attend the commencement ceremony?**

Because internships typically end during the summer semester, 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](mailto:gradrebel@unlv.edu) or [grad.rpc@unlv.edu](mailto:grad.rpc@unlv.edu) and 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 the 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.

**Additional Required Activities**

In addition to the degree benchmarks, the program has additional research requirements that students must meet to remain in good standing in the program:

1. Membership in one professional organization (i.e., APA, Division 16 of APA).
2. Attendance at two professional conferences (e.g., APA, NASP, etc.)
3. Engagement in 8 – 10 hours of research activities per week outside of coursework (i.e., EPP 771 in the first two years of the program).

The figure below illustrates the expected program progression for a full-time student entering the program after a bachelor's degree. Although individual timeframes may vary from this example for various reasons, such as entering with a master's degree or attending part-time, students are expected to make continual progress through program benchmarks. Faculty evaluate each student's progress annually, and those who do not make satisfactory progress may be placed on an Improvement Plan and Academic Probation. Students are strongly encouraged to work closely with their advisor to ensure they maintain satisfactory progression through the program.

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## Program Timeline

### Time to completion and residency requirements

The Ph.D. 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:

1. The program must be completed within 8 years maximum, including a minimum of two years of study at UNLV and at least one year of full-time residency status.
2. Research apprenticeship courses must be completed as designed (i.e., EPP 771 must be taken in six non-concurrent semesters within the first two years of the program).
3. Completion of any Doctoral Professional Seminars and 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 B.A. to Ph.D. Program of Study (Official requirements are found in the Catalog).*

#### Year 1, Fall Semester

Course	Name	Credits
EPP 710	Assessment of Intelligence by School Psych	3
EPP 786	School Psychology First Year Practicum	1
EPP 761	Role & Function of the School Psych.	3
EPP 775	Crisis Prevention and Intervention in Schools	3
EPY 702	Methods of Research 3 cr.	3
TOTAL SEMESTER HOURS		13

#### Year 1, Spring Semester

Course	Name	Credits
EPP 715	Projective, Personality, & Behavioral Assessment by School Psychologists	3
EPPA786	School Psychology First Year Practicum	1
EPP 763	Psychoeducational Academic/Diagnostic Assessment	3
EPP 760	Cultural Ecological Model in School Psychology	3
EPY 721	Descriptive and Inferential Statistics: An Introduction	3
TOTAL SEMESTER HOURS		13

#### Year 1, Summer Semester

Course	Name	Credits
EPP 772 A	Doctoral Seminar in Psychological Science: Cognition & Affect	3
EPP 772 B	Doctoral Seminar in Psychological Science: Development & Social	3
EPP 730	Consultation Theory and Skills	3
EPP 770	Systems Change, Leadership, & Advocacy in Schools	3
TOTAL SEMESTER HOURS		12

**Year 2, Fall Semester**

<b>Course</b>	<b>Name</b>	<b>Credits</b>
EPP 774	Evidence-Based Child & Youth Psychotherapy	3
EPP 771	School Psychology Research (6 credits)	3
EPP 762	School Psychology Intermediate Practicum	3
ESP 788	Single Subject Methods in Special Education	3
EPY 722	Inferential Statistics and Experimental Design	3
<b>TOTAL SEMESRTER HOURS</b>		<b>15</b>

**Year 2, Spring Semester**

<b>Course</b>	<b>Name</b>	<b>Credits</b>
EPP 735	Evidence-Based Interventions to Promote Mental Health	3
EPY 732	Multiple Regression	3
EPP 762	School Psychology Intermediate Practicum	3
EPP 745	Legal Clinic 3 cr.	3
<b>TOTAL SEMESRTER HOURS</b>		<b>15</b>

**Year 3, Fall Semester**

<b>Course</b>	<b>Name</b>	<b>Credits</b>
EPP 723	Diagnostic/Prescriptive Strategies - Psychopathology	3
EPY 723	Theory and Practice of Human Measurement I	3
EPP 793	Advanced Practicum	3
EPP 767	School-based Neuropsychology	3
<b>TOTAL SEMESTER HOURS</b>		<b>12</b>

**Year 3, Spring Semester**

<b>Course</b>	<b>Name</b>	<b>Credits</b>
PSY 701	Biological Bases of Behavior	3
EPP 776	School Psychology Research Development (3 credits)	3
EPP 793	Advanced Practicum	3
XXX	Elective in Advanced Research (Qual, Mixed Methods, Quant, or Advanced Stats)	3
<b>TOTAL SEMESTER HOURS</b>		<b>12</b>

**Year 4, Fall Semester**

<b>Course</b>	<b>Name</b>	<b>Credits</b>
EPP 784	Supervision & Teaching Practicum	3

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EPP 777	Families and Collaboration in School Psychology	3
XXX	Counseling/Intervention Elective	3
XXX	Elective in Diversity, Multiculturalism, and Social Justice	3
<b>TOTAL SEMESTER HOURS</b>		<b>12</b>

## Year 4, Spring Semester

<b>Course</b>	<b>Name</b>	<b>Credits</b>
EPP 799	Dissertation	6
	(optional: EPP 784: Supervision & EPP 793: Teaching Practicum & Advanced Practicum for extra clinical hours)	
<b>TOTAL SEMESTER HOURS</b>		<b>6</b>

## Year 4, Summer Semester

<b>Course</b>	<b>Name</b>	<b>Credits</b>
EPP 799	Dissertation	6
<b>TOTAL SEMESTER HOURS</b>		<b>6</b>

## Year 5, Fall , Spring, and Summer Semesters

<b>Course</b>	<b>Name</b>	<b>Credits</b>
EPP 794	Internship in Health Service Psychology (Fall)	2
EPP 794	Internship in Health Service Psychology (Spring)	2
EPP 794	Internship in Health Service Psychology (Summer)	2
<b>TOTAL SEMESTER HOURS</b>		<b>6</b>
<b>TOTAL PROGRAM CREDITS</b>		<b>122</b>

## Professional Code of Ethics/Discipline Guidelines

UNLV Graduate College's 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. They are expected to familiarize themselves with the information available at the links below:

- APA (2017) [Ethical Principles of Psychologists and Code of Conduct](#)
- NASP (2020) [NASP Principles for Professional Ethics](#)

Failure to adhere to professional and/or ethical conduct can result in 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 treat members of the public effectively, 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 beneficially placed in their care. The profession determines professional competencies for the benefit and protection of the public. Students do not have the option to avoid working with specific clients or populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values. *Please see Appendix A for detailed Technical Standards.*

### AI Policy

Artificial Intelligence (AI) is Allowed for Certain Assignments: In some courses, the use of Generative AI (GenAI) tools is permitted for select assignments only. Assignments allowing for AI will be clearly marked and guidelines on how to appropriately use GenAI will be provided. For all other tasks, reliance on GenAI is strongly discouraged. This approach allows you to explore the capabilities of AI tools under controlled conditions while ensuring that learning outcomes are met. Any misuse of GenAI outside the specified assignments will be treated as academic misconduct that could result in dismissal from the program.

### 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, assesses student progress, and establishes reasonable goals for the year ahead.

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Faculty Advisors/Graduate Coordinators have the option to provide feedback on each student's submitted IDP and provide an acknowledgment that they have reviewed the IDP. Data are shared with the student's graduate coordinator and advisor to foster opportunities for discussion about strengths and weaknesses, accomplishments and next requirements, and mentoring plans. Graduating students are also required to complete the form to record their achievements. The data is also used to track UNLV metrics related to the annual productivity of all students.

### *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 are 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 promotes their own professional development. Other UNLV faculty who are assigned a school psychology student as a graduate assistant or have instructed them are also asked to evaluate the student's competencies, 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). The data are 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 not making satisfactory in one or more areas 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, 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 based on the department's recommendation..

### *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 the 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 that 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

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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 end date of the Improvement Plan 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):

1. *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.
  - a. 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.
2. *Definition of Impairment:* Impairment is defined as the interference in professional functioning which is reflected in one or more of the following ways:
  - a. An inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behaviors.
  - b. An inability to acquire academic/professional skills to reach an acceptable level of competency.
  - c. An inability to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.
3. *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:
  - a. The student does not acknowledge, understand, or address the problem when it is identified.

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- b. The problem is not merely a reflection of a skill deficit that can be remediated by academic or didactic training.
- c. The quality of services delivered by the student is sufficiently negatively affected.
- d. The problem is not restricted to one area of academic/professional functioning.
- e. A disproportionate amount of attention by faculty/training personnel is required.
- f. Feedback, remediation efforts, and/or time do not change the trainee's behavior. If not addressed, the problematic behavior has the potential for ethical or legal ramifications.
- g. 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 where 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 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. Lee 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 and returning students and an Annual End-of-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. The department and the GPSA also provide travel support to attend conferences for your presentations.

#### **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 are 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.](#)

The updated cost of tuition and fees can be found here: [UNLV Tuition and Fees.](#)

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**Record Retention Policy**

Student files are maintained electronically on the university Google Drive as well as within the CANVAS learning management system (LMS), 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:

1. The graduate student club for school psychology (SASP)
  - a. [SASP Weebly](#)
  - b. [SASP Facebook](#)
  - c. Instagram: [saspunlv](#)
2. The NVASP (the Nevada Association of School Psychologists). NVASP embodies a unified community that advances opportunities for School Psychologists across the state.
  - a. [NVASP Website](#)
3. National associations NASP, Division 16 of APA, and APA:
  - a. [NASP Website](#)
  - b. [APA Division 16 Website](#)
  - c. [APA Website](#)
4. The International School Psychology Association (ISPA):
  - a. [ISPA Website](#)

## Student Awards

### Cultural Ecological Student of the Year

This award is presented to one Ed.S. student and/or one Ph.D. student each year who excels in “the area that we say we do,” the cultural, ecological framework. Students must meet the following criteria:

- Students should embody the program values (diversity, social justice, advocacy, leadership);
- Students should, therefore, positively influence the program in this regard (diversity, social justice, advocacy, leadership); and,

Students should demonstrate exceptionality in the cultural-ecological framework in their practice, research, and service.

### Student Community Leader Award (nominated by students)

The program seeks nominations for the **Student Community Leadership Award**. We will honor and recognize a student who elevates the program's culture and climate. Someone who is a 'role model' and 'peer mentor'. Someone who you turn to for support and is willing to support you.

## 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.

### Alumni Engagement

With an alumni base 150,000+ strong, the UNLV Alumni Engagement 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 Services**

[International Students and Scholars \(ISSS\)](#) 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.

**The Care Center**

The [Care 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 Rights and Responsibilities**

The [Office of Student Rights & Responsibilities](#) is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Rights & Responsibilities 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 1,800 veterans, dependents, active duty service members, National Guard members, and reservists attending UNLV. 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](mailto: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
March 2024	Scott Loe	Converted to .docx file format. Cleaned up text and tables. Formatted for accessibility. Faculty vote results 3/26/24, 4y-0n
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
Sept 2024	Scott Loe	Added AI Policy statement. Faculty vote on 9/17/24, 4y-0n
March 2025	Scott Loe	Revised Sample Course Sequence to reflect approved changes. Faculty vote on 3/24/25, 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 successfully completing its curriculum. Therefore, 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 their intellectual ability fully, exercise good judgment, complete client/patient care responsibilities promptly, and 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 despite multiple and varied academic, teaching, and research responsibilities, and 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 respect 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 workplace 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 allow them to master the broad and complex body of knowledge that comprises school psychology education.

School psychology doctoral students must be able to evaluate their own and others' research critically, 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 understand the theoretical literature in their identified substantive research area, appropriately discuss this literature in individual and group lab meetings, and 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

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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, receive answers perceptively, record information about clients/patients, and 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 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, using 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. It does not discriminate in offering access to its educational programs and activities based on 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 (Ed.S. and Ph.D.), 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 to faculty requests in a timely manner 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 they are unprepared to meet (e.g., when they fail to make progress on previously agreed-upon tasks).
- Students will engage in proactive problem-solving, attempting to find answers and solutions. They will also 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, and study skills training).

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- Students will consult their advisors before deviating from the recommended course and milestone sequence for any Ph.D. 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 they are unprepared to meet (e.g. when they fail to make progress on previously agreed-upon tasks).
- Students will engage in proactive problem-solving, attempting to find answers and solutions. They will also 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, and 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

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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. 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.
- 3 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)
- 4 Advanced Competence: The student has an advanced skill set in the competency being evaluated and is able to

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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:

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 Mindfulness: 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 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 :

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 skills.

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:

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 the 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.

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 8. SUPERVISION Comments:

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:

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## 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 and 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 coursework.

- ☐ 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.

- ☐ 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:

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. Krach (3)

Who is mentoring you in research?

☐ Dr. Loe (1)

☐ Dr. Krach (2)

☐ Other (4)

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

☐ Yes (2)

☐ No (3)

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

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

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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)		
Finger printing for CCSD (7)		
Secured a practicum site for next year (11)		
Completed Benchmark 1 (18)		
Completed my Committee form w/Grad College (21)		
Secured Advanced Practicum site for next year		
Passed the Praxis (13)		
Completed my Program of Study form w/Grad College (14)		
Passed Preliminary Exam(19)		
Defended Proposal (20)		
Applied for internship (10) Completed Portfolio		
Defended Dissertation (15)		
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):

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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 as aligned to professional standards**

<b><u>Instructions for Ratings of Professional Dispositions</u></b>		
<b><u>Directions:</u></b>		
Rate yourself compared to other school psychologists-in-training <i>with the same level of training experience</i>		
● <u>Unmet (1)</u>		
● <u>Improvement (2)</u>		
● <u>Met (3)</u>		
● <u>Exceeds expectations (4)</u>		
<b><u>#</u></b>	<b><u>Definition</u></b>	<b><u>Rating 1-4</u></b>
<b><u>Procedural</u></b>		
<u>PD1</u>	<u>Adheres to legal standard and district procedures.</u>	
<u>PD2</u>	<u>Takes initiative and takes appropriate action when needed without prompting.</u>	
<u>PD3</u>	<u>Accurately and efficiently document key tasks (e.g., caseload).</u>	
<u>PD4</u>	<u>Thorough and careful in the performance of a task or part of a task.</u>	
<u>PD5</u>	<u>Exercises good judgment when acting independently.</u>	
<u>PD6</u>	<u>Active efforts to influence events rather than passive acceptance.</u>	
<u>PD7</u>	<u>Tackles problems or issues without awaiting instructions.</u>	
<b><u>Social Interactions</u></b>		
<u>SI1</u>	<u>Display appropriate social interactions with clients and stakeholders.</u>	
<u>SI2</u>	<u>Demonstrate sensitivity to issues of diversity, equity, and inclusion.</u>	
<u>SI3</u>	<u>Communicates tactfully with parents, teachers, and staff</u>	
<u>SI4</u>	<u>Demonstrate ability to work effectively in groups or teams.</u>	
<u>SI5</u>	<u>Demonstrate professional work behavior in and outside of the classroom.</u>	
<u>SI6</u>	<u>React sensitively, with empathy and sincerity in consideration of other's needs.</u>	
<u>SI7</u>	<u>Non-verbal and receptive (listening) communication is appropriate</u>	
<u>SI8</u>	<u>Maintain composure and effective performance while under pressure and/or opposition</u>	
<b><u>Supervision</u></b>		
<u>SU1</u>	<u>Demonstrate the ability to receive, integrate and use feedback effectively.</u>	
<u>SU2</u>	<u>Display confidence; asserts him or herself when appropriate.</u>	
<u>SU3</u>	<u>Approach supervision in an open and collaborative manner</u>	
<u>SU4</u>	<u>Ask questions or seek clarification when additional information is needed</u>	
<u>SU5</u>	<u>Incorporate new ideas and critical feedback</u>	
<u>SU6</u>	<u>Exercise good judgment in seeking help.</u>	
<u>SU7</u>	<u>Reflect on their own knowledge, skills, and dispositions.</u>	
<b><u>Activity Management</u></b>		
<u>AM1</u>	<u>Able to create and maintain a personal and professional schedule.</u>	
<u>AM2</u>	<u>Demonstrates appropriate work boundaries.</u>	
<u>AM3</u>	<u>Make good use of time and works full day</u>	
<u>AM4</u>	<u>On time for meetings and updates supervisor of whereabouts.</u>	
<u>AM5</u>	<u>Demonstrates competence in timely administration, scoring, and report writing</u>	
<u>AM6</u>	<u>Is reliable; arrives on time to work, does not use excessive leave</u>	
<u>AM7</u>	<u>Demonstrate positive coping strategies with personal and professional challenges</u>	

Q30 Write any comments about these professional dispositions

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

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Q32 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
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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).

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Trainee Date / Training Director

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Date

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