

STUDENT PROGRAM HANDBOOK

Ph.D. in Educational Psychology - School Psychology Specialization Strand Revised Spring 2015

Preface

This handbook provides information about the Ph.D. in Educational Psychology at UNLV and the special features associated with the School Psychology Specialization strand in the degree. Most questions about rules, procedures and requirements are answered in this document, but it is not a substitute for regular and frequent consultation with faculty advisor.

Modifications, if any, related to rules, procedures, and/or requirements in this handbook will be immediately posted on our doctoral web site (http://education.unlv.edu/SPSY/phd_epp/) and then updated in future versions of the handbook. Information about other Graduate College requirements, including time deadlines, is available here: (<http://graduatecollege.unlv.edu/>).

Several documents you may use during your program are included for your review as Appendices in this handbook. Most are also available as individual files for download on our doctoral forms page: (<http://education.unlv.edu/SPSY/forms/phd/phdforms.htm>).

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I. MISSION STATEMENT

The Ph.D. in Educational Psychology with specialization in School Psychology extends our specialist level school psychology training program to doctoral studies preparing graduates for research and academic careers and for general practice and health service provider specialty in professional psychology. Our program is based on the scientist-practitioner model with emphasis on theoretical and empirical foundations for clinical practice. A primary focus is extending the knowledge base of the profession through scholarly inquiry, and students are expected to generate new knowledge for the psychology profession with particular attention to mental health service in school-based practice.

Consistent with standards of the American Psychological Association (APA) and the National Association of School Psychologists (NASP), our program is committed to extending the knowledge base of the discipline in a climate of scholarly inquiry, preparation of practitioners to bridge the gap between practice and research. Our Ph.D. graduates are prepared for work in diverse settings and roles, including faculty in academic departments of school psychology, psychologists employed by public and private schools, and psychologists in private practice or agency settings.

Doctoral study in the School Psychology Specialization strand is based on a mentoring model with 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. Students are expected to produce publishable work by the end of the second year of their programs and to prepare dissertations that extend the knowledge base in school psychology.

II. PROGRAM OVERVIEW

Administratively housed in the Department of Educational Psychology & Higher Education, School Psychology at UNLV is integrated with a nationally ranked program in educational psychology. Along with advanced school psychology coursework, our students take required courses with nationally recognized scholars in research, statistics, learning, and development.

Specialization in school psychology at the doctoral level is one of several strands available in the Ph.D. In Educational Psychology at UNLV. All strands complete a common core of coursework in learning and development, research methods and statistics, required courses in the strand specialization, and elective courses in an emphasis area.

A minimum of A minimum of 114 post-bachelor's degree credits is required to complete the Ph.D. In Educational Psychology - School Psychology Specialization Strand, which includes six credits in required internship completed at the end of the coursework.

The award of a Ph.D. degree rests on individual demonstration of a high level of competence in both foundational and specialization content, and your individual programs will vary in order to provide this demonstration. Most programs of study exceed the minimum coursework requirement, supplemented by individual study.

A minimum of 50 percent of the total credits required to complete the doctoral degree, not including transferred and dissertation credits, must be earned at UNLV after admission to the doctoral degree program. You must also have one year during which there is full-time residence as a doctoral student admitted to the program. You can meet this requirement with two consecutive semesters in which you enroll in a minimum of 9 credits each semester or by a consecutive sequence of fall-spring-summer during which enroll in a minimum of 6 credits each semester during the academic year and 6 credits during the summer.

There are four major review points in the program.

- ✧ Each student must satisfy a scholarly paper requirement by the time he or she has completed 36 credits (Review I).
- ✧ Each student must take the preliminary examination (Review II) in the last semester of coursework outlined in his/her program of study.
- ✧ After successfully completing Review I and Review II, students can then submit a dissertation prospectus to their doctoral committee.
- ✧ The final review point is the defense of the doctoral dissertation.

The dissertation may be completed during or after the School Psychology Specialization strand student is doing the 1800 hour doctoral internship. Details about the internship requirement are in the Clinical Experience section of this handbook.

III. ADMISSION

The admission process requires completion of two application forms: an application for the UNLV Graduate College and a Department application for the Specialization Strand. The Graduate College online admission process is available at Graduate College website. The department application forms are available in the main office of the Department of Educational Research, Cognition, & Development (Carlson Education Building, Room 320) or can be downloaded from the Department web site as a pdf file.

The Department Application file is not submitted online. It is mailed or delivered, along with requested attachments, to the department office. Deadline for receipt of materials is February 1.

The criteria for admissions to the School Psychology Specialization Strand differ from the other strands of the Ph.D. in Educational Psychology at UNLV. Students are eligible to apply for admission to the Ph.D. in Educational Psychology after completing a master's degree. However, students are eligible to apply for admission to the School Psychology Specialization Strand after completing a bachelor's degree.

Admission will be limited to the most qualified applicants based on a combination of the following:

- ✧ An undergraduate grade-point average of 3.00 or above
- ✧ A graduate grade-point average of 3.00 or above.
- ✧ Preference may be given to student with scores above the 50th percentile on verbal and quantitative sections of the Graduate Record Examination (GRE).
- ✧ A score of 600 or above on the Test of English as a Foreign Language (TOEFL) is also required for students who do not speak English as their first language.
- ✧ Three letters of reference from university faculty or other individuals qualified to judge the applicant's academic potential.
- ✧ The applicant's statement of professional interests and goals.

Students who have completed or are enrolled in a master's or educational specialist (Ed.S.) program in School Psychology or a related field can apply for admission.

Doctoral programs of study for students admitted directly from a bachelor's degree will include all content required in our EdS program.

IV. COURSE REQUIREMENTS

Leveling Courses

Leveling courses are required for students who have completed master's or education specialist coursework but did not complete the introduction, assessment sequence, and/or initial practicum courses.

Students admitted directly from a bachelor's degree must complete additional leveling courses coursework required within our NASP approved Ed.S. program. While these courses are not counted toward the minimum credits requirement for the PhD in Educational Psychology, they are required courses for the School Psychology Specialization.

Table 1: School Psychology Leveling Courses When Entering with a Master's or Education Specialist Degree

Course	Title	Cr.	Domain	Offered
EPP 761	Role & Function of the School Psychologist	3	Professional Practice	Fall semester each year
EPP 710	Assessment of Intelligence by School Psychologists	3	Assessment & Intervention	Fall semester each year
EPP 715	Projective, Personality, & Behavioral Assessment by School Psychologists	3	Assessment & Intervention	Spring semester each year
EPY 786*	Applied Assessment in Educational & School Psychology	2	Assessment & Intervention	Fall and Spring semester each year
EPP 763	Psychoeducational Academic & Diagnostic Assessment	3	Assessment & Intervention	Spring semester each year
EPP 762*	School Psychology Intervention with Practicum	6	Assessment & Intervention	Fall and Spring semester each year

* EPP 762 is a two-semester practicum experience (3 credits per semester). The assessment sequence (EPP 710, EPP 715, EPP 763 < EPY 786) must be completed prior to enrollment in the practicum.

* EPY 786 is a lab section taken concurrently with EPP 710 during fall semester of year 1 and concurrently with EPP 763 during spring semester of year 1.

**Table 2: School Psychology Leveling Courses for Students
Entering with a Bachelor's Degree**

Course	Title	Cr.	Domain	Offered
EPP 761	Role & Function of the School Psychologist	3	Professional Practice	Fall semester each year
EPP 710	Assessment of Intelligence by School Psychologists	3	Assessment & Intervention	Fall semester each year
EPY 786*	Applied Assessment in Educational & School Psychology	2	Assessment & Intervention	Fall and Spring semester each year
EPP 715	Projective, Personality, & Behavioral Assessment by School Psychologists	3	Assessment & Intervention	Spring semester each year
EPP 763	Psychoeducational Academic & Diagnostic Assessment	3	Assessment & Intervention	Spring semester each year
EPP 762*	School Psychology Intervention with Practicum	6	Assessment & Intervention	Fall and Spring semester each year
EPY 711	Human Growth & Development	3	Cognitive Affective Bases of Behavior	Fall semester each year
EPY 702	Methods of Research	3	Research Design & Methodology	Fall and Spring semester each year
EPY 721	Descriptive and Inferential Statistics: An Introduction	3	Statistics	Fall and Spring semester each year
CED 733	Introduction to Counseling in Schools	3	Assessment & Intervention	Spring semester each year
EPY 705	Child Counseling	3	Assessment & Intervention	Summer semester each year
EPY 712	Foundations of Learning & Cognition	3	Cognitive Affective Bases of Behavior	Summer semester each year
ESP 701	Introduction to Special Education	3	Professional Practice	Summer semester each year
ESP 733	Management/Modification Special Needs	3	Assessment & Intervention	Fall semester each year
EPP 764	School Psychology Seminar: Mental Health	1	Assessment & Intervention	Spring semester each year
EPY 788	Seminar in Educational Psych.: Legal Clinic	3	Professional Practice	Fall and Spring semester each year

* EPP 762 is a two-semester practicum experience (3 credits per semester). The assessment sequence (EPP 710, EPP 715, EPP 763< EPY 786) must be completed prior to enrollment in the practicum.

* EPY 786 is a lab section taken concurrently with EPP 710 during fall semester of year 1 and concurrently with EPP 763 during spring semester of year 1.

Table 3: PhD in Educational Psychology Orientation- 1 credit

Course	Title	Cr.	Domain	Offered
EPY 701	Proseminar in Educational Psychology (doctoral section)	1	Scientific & Professional Ethics & Standards	Fall semester each year

Table 4: PhD in Educational Psychology Required Learning Core- 9 credit minimum

Course	Title	Cr.	Domain	Offered
EPY 757*	Theory/Philosophy of Educational Psychology	3	Scientific & Professional Ethics & Standards	Fall semester each year
EPY 767	Human Learning and Cognition	3	Cognitive-Affective Bases of Behavior	Spring semester each year
EPY 777	Cognitive Development	3	Cognitive-Affective Bases of Behavior	Spring semester each year

* Students in the School Psychology strand supplement this course with a 1-credit independent study typically completed the following semester or summer to add content specific to school psychology.

Table 5: PhD in Educational Psychology Required Research Core- 15 credit minimum

Course	Title	Cr.	Domain	Offered
EPY 718	Qualitative Research Methodologies	3	Research Design & Methodology	Fall, spring, and summer terms each year
EPY 722	Inferential Statistics/Experimental Design	3	Statistics	Fall and Spring semester each year
EPY 723	Human Measurement I	3	Psychometric Theory	Fall semester each year
EPY 730	Advanced Research Methods	3	Research Design & Methodology	Spring semester each year
EPP 750	Advanced Test Analysis in School Psychology	3	Research Design & Methodology	Fall semester in even-numbered years

Table 6: Specialization Strand Content Requirement- 24 credit minimum plus internship

Course	Title	Cr.	Domain	Offered
EPP 723 or PSY 736	Diagnostic/Prescriptive Strategies- Psychopathology or Psychopathology	3	Individual Differences	Spring semester in even-numbered years Fall semester each year
EPP 760*	Psychoeducational Issues- Diversity	3	Assessment & Intervention	Summer term each year
EPP 764*	School Psychology Seminars	2	Assessment & Intervention	Fall and spring semesters each year
EPP 767*	School-Based Neuropsychological Assessment	3	Biological Bases of Behavior	Spring semester each year
PSY 755	Ethics & Professional Issues	3	Scientific & Professional Ethics & Standards	Summer term each year
PSY 704	Social Psychology	3	Social Bases of Behavior	Fall semester each year
EPP 765	Advanced Seminar- Technology	2	Assessment & Intervention	Fall semester in odd- numbered years
EPP 765	Advanced Seminar- Clinic Research	2	Assessment & Intervention	Fall semester in odd- numbered years
EPY 784** and/or EPY 793**	Teaching Practicum Advanced Doctoral Practicum	3	Professional Practice	Fall and spring semesters each year
EPY 794	Doctoral Internship	6	Professional Practice	Fall and Spring semesters each year

* If credits for these courses have been previously applied to award of a university degree, substitute courses will be selected in consultation with your advisor to meet the minimum credit requirement for the Ph.D.

** Students preparing for university faculty and clinical practice employment complete both EPY 784 and EPY 793.

Substitutions for required courses request prior approval from the school psychology doctoral program coordinator and the chair of the student's doctoral committee.

Required Emphasis Area- 12 credit minimum

Courses for the emphasis area are selected with consultation and approval of the doctoral committee. Students often use the summer term for completion of these courses. Ultimately, the dissertation committee has the final approval for these courses. Guidance from the initial advisor is crucial if emphasis area courses are completed before the dissertation committee is formed.

Examples of possible emphasis areas include:

- research and evaluation
- counseling & psychotherapy
- neuropsychology
- learning disabilities
- technology in assessment and consultation

V. SUGGESTED COURSE SEQUENCING

Course sequencing in doctoral studies will be contingent on several factors, including your specific area of emphasis, whether you are attending full-time or part-time, and course availability. Remember that completion of a doctoral program is much more than just picking and choosing from required courses. Your advisor will work with you each semester to insure that you are pursuing an appropriate enrollment pattern for timely completion of your program.

Course sequencing will also be contingent on your admission entry point (UNLV M.S. degree in Educational Psychology, master's degree in related field, or completion of Ed.S. coursework).

It is NEVER a good idea to “self-advise” when choosing your courses. Instead, work with your initial advisor and then your doctoral advisory committee chair as you plan your schedule each semester.

Doctoral study in the school psychology specialization strand is based on a mentoring model, and consultation with your advisor is crucial before selecting courses for any semester. The sequencing information that follows is not prescriptive and is included only as a general guideline for course planning.

As you move through the program, your advisor will often suggest the addition of individual study and research courses to encourage your linking with program faculty for guidance on planning and conducting research studies.

IF ENTRY POINT follows completion of Specialist Coursework in School Psychology

Several of the courses (e.g. EPP 760- 3 credits, EPP 764-2 credits, EPP 767-3 credits) required for the doctoral specialization strand in school psychology are also required for the Ed.S. degree in School Psychology. University regulations preclude counting credits toward meeting more than one degree. These courses, if completed for the Ed.S. degree, are not repeated at the doctoral level; elective substitutes will be selected in consultation with the advisor.

Table 7: SUGGESTED SEQUENCE IF ENTRY POINT follows completion of UNLV M.S. Degree in Educational Psychology

Year 1: Fall Semester		
EPY 701	Proseminar (doctoral)	1 cr.
EPY 723	Human Measurement I	3 cr.
EPP 762*	School Psych Practicum	3 cr.
EPP 765	Adv. Assessment Seminar: Technology	2 cr. (odd numbered years)
or		
EPP 765	Adv. Assessment Seminar: Clinic Research	2 cr. (even numbered years)
Year 1: Spring Semester		
EPP 762*	School Psych Practicum	3 cr.
EPP 767	School-Based Neuropsych Assessment	3 cr.
EPY 722	Inferential Statistics/Experiment Design	3 cr.
Year 1: Summer Semester		
PSY 755	Ethics & Professional Issues	3 cr.
EPP 760	Psychoeducational Issues: Diversity	3 cr.
Year 2: Fall Semester		
EPY 757	Theory & Philosophy of Ed. Psych	3 cr.
EPP 764	School Psych Seminar	1 cr.
EPP 765	Adv. Assessment Seminar: Technology	3 cr.
or		--
EPP 765	Adv. Assessment Seminar: Clinic Research	3 cr.
PSY 704	Social Psychology	3 cr.
or		--
EPP 750	Advanced Test Analysis in School Psych	3cr.
Year 2: Spring Semester		
EPY 730	Advanced Research Methods	3 cr.
EPY 767	Human Learning & Cognition	3 cr.
EPY 718	Qualitative Research Methodologies	3 cr.
Year 2: Summer Semester		
EPY 780	Individual Study: School Psych. Theorists	3 cr.
	Emphasis Area Course	3 cr.
Year 3: Fall Semester		
PSY 734	Psychopathology	3 cr.
PSY 704	Social Psychology	3 cr.
or		--
EPP 750	Advanced Test Analysis in School Psych.	3 cr.
EPY 784	Teaching Practicum	3 cr.
or		--
EPY 793	Advanced Doctoral Practicum	3 cr.

Year 3: Spring Semester		
EPP 764	School Psych Seminar	3 cr.
EPY 777	Cognitive Development	3 cr.
EPY 784 or EPY 793	Teaching Practicum or Advanced Doctoral Practicum	3 cr. -- 3 cr.
	Emphasis Area Course	3 cr.
Year 3: Summer Semester		
PSY 755	Emphasis Area Course	3 cr.
Year 4: Fall Semester		
EPY 794	Doctoral Internship	3 cr.
EPY 799	Doctoral Dissertation	6 cr.
Year 4: Spring Semester		
EPY 794	Doctoral Internship	3 cr.
EPY 799	Doctoral Dissertation	6 cr.

* Leveling course; credits do not count toward minimum credits required for Ph.D.

Table 8: SUGGESTED SEQUQNCE IF ENTRY POINT follows completion of a Bachelor's degree

Year 1: Fall Semester		
EPY 701	Proseminar (doctoral)	1 cr.
EPP 710	Assessment of Intelligence by School Psych.	3 cr.
EPY 786	Applied Assessment in Educational & School Psychology	1 cr.
EPY 711	Human Growth & Development	3 cr.
EPP 761	Role & Function of the School Psych.	3 cr.
EPY 702	Methods of Research	3 cr.
Year 1: Spring Semester		
EPP 715	Projective, Personality, & Behavioral Assessment by School Psychologists	
EPY 786	Applied Systems in EPY	1 cr.
EPY 721	Descriptive and Inferential Statistics: An Introduction	3 cr.
CED 733	Intro to Group Counseling in the Schools	3 cr.
EPP 764	School Psychology Seminar: Ethics	1 cr.
EPP 763	Psychoeducational Academic/Diagnostic Assessment	3 cr.
Year 1: Summer Semester		
EPY 705	Child Counseling	3 cr.
EPY 712	Foundations of Learning & Cognition	3 cr.
ESP 701	Introduction to Special Education	3 cr.
Year 2: Fall Semester		
EPP 750	Advanced Test Analysis in School Psychology	3 cr.
EPP 760	Psychoeducational Issues of Diverse Learners	3 cr.
EPP 764	School Psychology Seminar: Research Issues	1 cr.
EPP 762	School Psychology Interventions with Practicum	3 cr.
EPY 788 ^a	Seminar in Educational Psychology: Legal Clinic	3 cr.
Year 2: Spring Semester		
EPP 767	School-Based Neuropsychological Assessment	3 cr.
ESP 733	Management/Modification Special Needs	3 cr.
EPP 762	School Psychology Interventions with Practicum	3 cr.
EPY 788 ^a	Seminar in Educational Psychology: Legal Clinic	3 cr.
EPP 764	School Psychology Seminar: Mental Health	1 cr.
Year 3: Fall Semester		
EPY 701	Proseminar (doctoral)	1 cr.
EPY 723	Human Measurement I	3 cr.
EPP 762*	School Psych Practicum	3 cr.
EPP 765 or EPP 765	Adv. Assessment Seminar: Technology or Adv. Assessment Seminar: Clinic Research	2 cr. 2 cr.

Year 3: Spring Semester		
EPP 762*	School Psych Practicum	3 cr.
EPP 767	School-Based Neuropsych Assessment	3 cr.
EPY 722	Inferential Statistics/Experiment Design	3 cr.
Year 3: Summer Semester		
PSY 755	Ethics & Professional Issues	3 cr.
EPP 760	Psychoeducational Issues: Diversity	3 cr.
Year 4: Fall Semester		
EPY 757	Theory & Philosophy of Ed. Psych	3 cr.
EPP 764	School Psych Seminar	1 cr.
EPP 765 or EPP 765	Adv. Assessment Seminar: Technology or Adv. Assessment Seminar: Clinic Research	3 cr. -- 3 cr.
PSY 704 or EPP 750	Social Psychology or Advanced Test Analysis in School Psych	3 cr. -- 3cr.
Year 4: Spring Semester		
EPY 730	Advanced Research Methods	3 cr.
EPY 767	Human Learning & Cognition	3 cr.
EPY 718	Qualitative Research Methodologies	3 cr.
Year 4: Summer Semester		
EPY 780	Individual Study: School Psych. Theorists	3 cr.
	Emphasis Area Course	3 cr.
Year 5: Fall Semester		
PSY 734	Psychopathology	3 cr.
PSY 704 or EPP 750	Social Psychology or Advanced Test Analysis in School Psych.	3 cr. -- 3 cr.
EPY 784 or EPY 793	Teaching Practicum or Advanced Doctoral Practicum	3 cr. -- 3 cr.
Year 5: Spring Semester		
EPP 764	School Psych Seminar	3 cr.
EPY 777	Cognitive Development	3 cr.
EPY 784 or EPY 793	Teaching Practicum or Advanced Doctoral Practicum	3 cr. -- 3 cr.
	Emphasis Area Course	3 cr.
Year 5: Summer Semester		
PSY 755	Emphasis Area Course	3 cr.
Year 6: Fall Semester		
EPY 794	Doctoral Internship	3 cr.
EPY 799	Doctoral Dissertation	6 cr.
Year 6: Spring Semester		
EPY 794	Doctoral Internship	3 cr.
EPY 799	Doctoral Dissertation	6 cr.

a. EPY 788 can be taken during either fall or Spring Semester

Sequencing the Learning Core Courses:

If you enter doctoral studies after completion of the Ed.S. In School Psychology, you are expected to complete EPY 757-, Theory and Philosophy of Educational Psychology during the first fall term. The one- credit independent study course to supplement EPY 757 is typically completed during the spring or summer that immediately follows. In the first semester you will also enroll in the doctoral section of Proseminar (1 credit)

In the spring term of Year One, you should plan to take either EPY 767- Human Learning and Cognition or EPY 777- Cognitive Development in the spring term with the other completed during the spring of Year Two.

Sequencing the Research Core Courses:

In your Year One fall semester, EPY 722-Inferential Statistics is highly recommended (it's a prerequisite for some other research courses.). In your Year One spring semester, EPY 730-Advanced Research Methods is recommended.

EPP 750-Advanced Test Analysis is offered in the fall term in even-numbered years and should be completed early in the program.

Sequencing the School Psychology Specialization Courses:

The 24 credits required in the school psychology specialization strand may be taken in any order with the exception of the Teaching Practicum and Advanced Doctoral Practicum courses which are taken after the first year and require prior approval from the doctoral program coordinator. Remember that several of the courses are only offered on alternate years and plan accordingly.

VI. STUDENT INVOLVEMENT

Admission to doctoral studies in the School Psychology Specialization Strand includes an expectation of extensive interaction with faculty and other students as an active participant in a community of scholars. Whether you are attending on a full-time or part-time basis, you will be encouraged to join one or more research teams and to enhance your clinical skills in supervised experiences with complex cases in the school psychology clinic.

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

The Student Coordinating Committee is comprised of student representatives from each degree program in the Department of Educational Research, Cognition, & Development. Activities of this committee include sponsored colloquia, brown-bag discussions, and social occasions that bring together the faculty and students across the specific disciplines.

Your initial doctoral advisor is appointed 'for you', but you then participate in the selection of the chair and members of your doctoral committee. You also participate in identification of a special emphasis area and development of your doctoral program of study.

At the end of each academic year, you will submit an Annual Student Review document (included in the Appendices of this Handbook and on the program web site). The document is reviewed by the doctoral program coordinator and your advisor to insure that you are making timely progress through the program and to identify any areas of special need.

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

Students are expected to be in compliance with the ethical standards of the American Psychological Association and the National Association of School Psychologist and are expected to familiarize themselves with the information available at the links below:

[Ethical Principles of Psychologists and Code of Conduct](#)

[NASP Principles for Professional Ethics 2010](#)

VII. EVENTS TIME LINE

When you begin your doctoral studies, one member of the program faculty will be assigned as your initial advisor. The responsibilities of the initial advisor are to assist you in course selection at the beginning of the program and to guide you through completion of the first benchmark in the doctoral program, the Review I Publication Requirement. The initial advisor serves as your guide, but, as an advanced graduate student, it is ultimately your responsibility to insure that requirements are met and forms are submitted in a timely fashion.

When the Publication Requirement has been satisfied, you then select a chair for your dissertation committee, and, with assistance from the committee chair, select the additional members of your doctoral advisory committee. Your doctoral committee will guide you the rest of the way through your program, including approval of your Program of Study.

At the end of each year, you are required to prepare and submit an annual report indicating your progress through the program. The form is in the Appendices of this document and our website.

Example Time Line

The following is a typical timeline for students entering doctoral studies who have completed a Master's or Specialist degree. Students entering with a Bachelor's degree will follow an extended timeline, reflecting the additional course requirements outlined in Section IV of this document (see Table 2)

Year One -

- ⤴ Work with faculty member assigned as your initial advisor for course selection; establish links with all program faculty to begin exploration of possible dissertation topic and emphasis area.
- ⤴ The Graduate College 'Degree Plan Requirements Form' must be filed prior to completing 15 credits toward your degree. This is a new form with only generic requirements and is not your Program of Study. The form for our program is [here](#).
- ⤴ APA program accreditation requires that during your program there must be at least one year during which you are in "full-time residence (or the equivalent thereof)" as a doctoral student admitted to the program. You can meet this requirement with two consecutive semesters in which you enroll in a minimum of 9 credits each semester or by a consecutive sequence of fall-spring-summer during which you enroll in a minimum of 6 credits each semester during the academic year and 6 credits during the summer.

Year Two -

Review One- Benchmark

Your Review I benchmark, 'scholarly product', is required no later than the term in which you have accumulated 36 credits toward your doctoral degree, excluding courses outlined in

Section IV, Tables 1 and 2. You must be primarily responsible for carrying out and reporting a study under the supervision of a program faculty member, often but not necessarily your initial program advisor. The requirement may be fulfilled in one of two ways. The study may involve the collection and analysis of some empirical data (for example, a pilot study) resulting in a scholarly paper that is submitted to either a professional journal or as a proposal to an annual conference of a national organization. Or, the paper may consist of a literature review that is submitted for publication in a peer-reviewed journal or submitted for presentation at a national conference. Prior to beginning the study or paper, the projects must be approved by the supervising faculty member.

When completed, you submit to the doctoral program coordinator: (a) a copy of the paper, (b) a submission acknowledgment, and (c) a completed Review I form from the supervising faculty member. While co-authorship of the product is not explicitly forbidden, this product is intended to allow evaluation of your individual capability for conceptualizing, carrying out an investigation, and reporting the results. Because of its intent, it is unlikely that two doctoral students could meet this requirement with the same product. If you believe that a given product warrants an exception to this general rule, a strong rationale must be provided in writing when you turn in the product and will be considered by the faculty when the decision is made.

The work for Review I can be completed any time after you are admitted to the doctoral program; the product is typically submitted during the second year of your program. The supervising faculty member is primarily responsible for approval of your submission, but feedback on your submission will be solicited from all school psychology program area faculty.

Forming Doctoral Advisory Committee and Preparing Program of Study

The doctoral advisory committee will determine your program of study, conduct your preliminary examination, approve your dissertation prospectus, and then oversee and approve your dissertation. In the School Psychology Specialization Strand this committee is formed after you have successfully passed the Review I scholarly product benchmark. Thus, contingent on when that product is approved by the program area faculty, the doctoral advisory committee may be in place before the end of the second semester of the second year and is expected to be in place no later than the beginning of the first semester of the third year.

The doctoral committee must also include a graduate college representative from a different department. When you ask someone to serve in this role, however, be prepared to answer questions about the kind of study you have in mind and to get some respectful declines because of the amount of work that is required.

After you have successfully completed Review I, have identified your committee chair, and identified someone willing to serve as the graduate representative on your doctoral advisory committee, you then prepare the online form for submission to the Graduate College:

The program of study must be approved by all members of the doctoral committee. It is expected by the time that this is prepared that you will have identified the special area of emphasis and its coursework. The online form for Part One of the program of study is available at the Graduate College website and on our department forms page. Part two of the program of study form for the school psychology specialization is available online at the School Psychology web site.

Year Three-

You are eligible to take the preliminary examination during the semester when all coursework with the exception of internship will be completed. The preliminary exam (sometimes referred to as the 'comps') is designed by and conducted by the doctoral advisory committee. In general, it will involve in-depth reading and writing often directly related to your planned dissertation topic and is not a test of mastery of previously learned core information. The work for this examination will provide information that you may later be able to incorporate into your dissertation prospectus.

After successful completion of the preliminary examination, you prepare and submit your dissertation prospectus. In general what you will prepare and defend is the first three chapters of the dissertation (introduction, review of the literature, and method of inquiry). Successful defense of the dissertation prospectus moves you to the category of being a doctoral candidate.

Year Four-

In Year Four, you complete the one-year doctoral internship, conduct the research for your dissertation, and prepare the dissertation for defense. A dissertation is an original contribution to current knowledge in the field and a demonstration of sufficient mastery in the field to pursue independent research and scholarship.

VIII. CLINICAL EXPERIENCE

Initial Practicum

Clinical experience for the School Psychology Specialization Strand in the Ph.D. In Educational Psychology begins with completion of the two semester initial practicum sequence of EPP 762 described earlier in this handbook. Advanced practicum experience is obtained through enrollment for 3-6 credits in EPY 793-Advanced Doctoral Practicum.

Teaching Practicum and Advanced Doctoral Practicum

We anticipate that many of our doctoral graduates will find employment as a university faculty member. EPY 784- Teaching Practicum provides experience in preparation for this role. The objective of the teaching practicum is for the doctoral student to gain graduate level teaching experience by assisting school psychology program faculty with delivery of instruction in a course within UNLV's NASP approved Educational Specialist (Ed.S.) school psychology program. You will serve in an apprentice role, attending class sessions, participating in class planning and grading, preparing and/or delivering course lectures, leading class discussions, and so forth, comparable to a team-teaching assignment.

Students preparing for university faculty and clinical practice employment complete both the advanced doctoral practicum and the teaching practicum courses.

Advanced Doctoral Practicum experience is obtained through enrollment for 3-6 credits in EPY 793-Advanced Doctoral Practicum. In this experience, a student is expected to apply and extend the knowledge, skills and attitudes learned in the program's didactic coursework.

The doctoral practicum has become an increasingly important step in professional training in professional psychology, in part because the competition for internship placements is strong, and also in recognition that the revised model licensing act policy adopted by the APA Council of Representatives in 2006 places more emphasis on clinical experience obtained prior to the doctoral degree.

The form to request approval of an advanced doctoral practicum site is in the Appendices of this handbook and on the School Psychology website.

The appropriateness of the site will be evaluated on the extent to which it can provide training to enhance your competencies in key areas including: Professionalism, Reflective Practice/Self-Assessment/Self-Care, Scientific Knowledge and Methods, Relationships, Individual & Cultural Diversity, Ethical/Legal Standards, Interdisciplinary Systems, Assessment, Intervention, Consultation, Research/Evaluation, Supervision, Teaching, and Management/Administration.

Off campus supervision in the doctoral practicum will be provided by a licensed psychologist or a school psychologist holding an appropriate practice credential as required for work in the placement setting. In instances where off campus supervision cannot be provided by a licensed psychologist, the course instructor will be a licensed psychologist.

At the conclusion of the advanced clinical practicum experience, the student is expected to demonstrate the competencies indicating a readiness for Internship.

The site supervisor and campus supervisor will assess the student's performance using a general rating scale, included in the Appendices of this handbook and on the School Psychology web site. This general scale will be tailored with recognition that not all experiences can be available at a specific setting.

It is the student's responsibility to identify potential sites for advanced practicum experience and to make initial contact with the site about potential placement. The student is encouraged to confer with her/his advisor and/or the school psychology doctoral program coordinator before initiating contact with the site.

The form requesting an advanced practicum experience is submitted to the school psychology doctoral program coordinator and requires signatures from the student, the site supervisor, and a campus supervisor. Requests should be submitted well before the deadline for registration.

Doctoral Internship

Standards of the American Psychological Association and the National Association of School Psychologists require a culminating doctoral supervised internship. The doctoral internship in school psychology (EPY 794) requires a minimum of 1800 hours completed over no more than a two year period and follows the completion of all doctoral coursework. For doctoral students

who did not complete a specialist level internship, 1200 of the 1800 hours must be completed in a school-based setting.

Enrollment in internship follows completion of all doctoral coursework with exception of the dissertation.

Students are encouraged to seek APA-approved internship sites, but APPIC or other approved sites are also acceptable. The doctoral program coordinator and the chair of the student's doctoral committee must approve all sites that are not APA-approved or listed in the APPIC directory. Potential internship sites can include a variety of settings including schools, hospitals, mental health centers, residential settings, and others, and out of state placements.

It is the student's responsibility to identify and make initial contact with potential internship sites. Criteria for approval of an internship site are the extent to which the proposed site mirrors the guidelines for the doctoral internship prepared by the Council of Directors of School Psychology Programs (<http://sites.google.com/site/cdspphome/cdspp-internship-guidelines>).

Doctoral students who are currently employed as a school psychologist in the Clark County School District may apply for permission to complete all or a substantial portion of the 1800 hour doctoral internship at the current work site(s). The guidelines for requesting this internship setting are in the Appendices of this handbook.

IX. PROGRAM FACULTY

Your doctoral committee will be chaired by one of the three faculty members in the School Psychology content area in the Department of Educational Research, Cognition, & Development:

[Dr. Scott Loe](#) directs doctoral studies for the School Psychology Specialization strand in the Ph.D. in Educational Psychology.

[Dr. Joe Crank](#) directs specialist level studies for the Ed.S. in School Psychology

[Dr. Tara Raines](#) directs clinical training for the specialist and doctoral programs in school psychology.

Dr. Don Blagg and Dr. Keri Altig are adjunct/auxiliary faculty members in our school psychology program.

APPENDIX A

Doctoral Student Annual Report

PhD in Educational Psychology- School Psychology Specialization Strand
 Doctoral Program Annual Student Report

This progress and information report must be submitted for your file by June 30 of each year.

Submit as email attachment to Dr. Scott Loe (scott.loe@unlv.edu)

General Information:

Name: _____

Advisor: _____

Date Prepared: _____

Coursework:

The coursework report is now organized by required APA content domains. Indicate your grade for each course and the term in which it was completed (leave blank if not yet completed; mark as IP if you are taking the course this summer). The superscripts ^{LC}, ^{RC}, and ^{SC} are added after course numbers to indicate how these courses are integrated in PhD in Educational Psychology program requirements, representing Learning Core, Research Core, and Specialization Core.

<u>Leveling Courses (If Not Completed at M.S. Level or Ed.S. Level)</u>	sem/year/grade
EPP 761 Role & Function of School Psychologist	_____
EPP 710 Assessment of Intelligence	_____
EPP 715 Projective, Personality, Behavioral Assessment	_____
EPP 763 Psychoeducational Academic/Diagnostic	_____
EPP 762 School Psychology Intervention with Practicum (fall)	_____
EPP 762 School Psychology Intervention with Practicum (spring)	_____
EPY 786 Applied Systems in EPY	_____
EPY 711 Human Growth & Development	_____
EPY 702 Methods of Research	_____
EPY 721 Descriptive Statistics	_____
CED 733 Introduction to Counseling in the Schools	_____
EPY 705 Child Counseling	_____
EPY 712 Foundations of Learning & Cognition	_____
ESP 701 Introduction to Special Education	_____
ESP 733 Management/Modification Special Needs	_____
EPP 764 School Psychology Seminar: Mental Health	_____
EPY 788 Seminar in Educational Psych: Legal Clinic	_____
<u>Research Design and Methodology</u>	
EPY 718 ^{RC} Qualitative Methods	_____
EPY 730 ^{RC} Advanced Research Methods	_____
EPP 750 ^{RC} Advanced Test Analysis in School Psychology	_____

sem/year/grade

Psychometric Theory

EPY 723^{RC} Human Measurement I

Statistics

EPY 722^{RC} Inferential Statistics & Experimental Design

Cognitive-Affective Bases of Behavior

EPY 767^{LC} Human Learning & Cognition

EPY 777^{LC} Cognitive Development

Biological Bases of Behavior

EPP 767^{SC} School-Based Neuropsychological Assessment

Social Bases of Behavior

PSY 704^{SC} Social Psychology

Individual Differences

PSY 736^S Psychopathology

or

EPP 723^{SC} Diagnostic/Prescriptive Strategies: Psychopathology

Scientific & Professional Ethics & Standards

EPY 701 Proseminar in Educational Psychology

EPY 757^{LC} Theory/Philosophy Ed. Psych.

EPY 780 1-credit Independent Study Supplement to EPY 757

PSY 755^{SC} Ethics & Professional Issues

Specialization Strand

EPP 760^{SC} Psychoeducational Issues: Diversity

EPP 764^{SC} School Psychology Seminars (two 1-credit seminars)

EPP 765^{SC} Adv Assessment Seminar: Technology

EPP 765^{SC} Adv Assessment Seminar: Clinic Research

EPY 764^{SC} Teaching Practicum

EPY 793^{SC} Advanced Doctoral Practicum

Other School Psychology Courses Required For Your Individual Program (including substitutes if any of the courses above were completed at specialist level)

Emphasis Area: (12 credits)

sem/year/grade

Doctoral Internship: (6 credits-1800 hours)

First milestone:

Have you completed the Degree Plan Requirements form?
(new requirement submitted to Graduate College prior to
completing 15 credits)

YES NO N/A

Have you completed the Benchmark I publication requirement?

YES NO

If YES, please indicate title and the conference or journal where it was submitted?

If NO, please describe where you are in the process:

After first milestone:

Have you filed your course of study with Graduate College?

YES NO

Have you formed your program/dissertation committee?

YES NO

Next milestone (during semester when course work is complete):

Have you completed and passed your qualifying exam?

YES NO

If so, have you successfully defended your dissertation prospectus?

YES NO

If yes, title of proposed dissertation: _____

In the space below, please report your current thoughts/plans for your doctoral internship.

In the space below, briefly describe your current research interests

Other Professional Activities in Report Year

1. Professional associations to which you belong:
2. Journals to which you subscribe:
3. Conferences attended and any papers presented:
4. Publications or manuscripts prepared for publication:
5. Graduate Assistantship projects (and for what professor):
6. Other research experiences:
7. Teaching experiences:
8. Awards received (including travel awards):
9. Service to the profession, department, or broader community:
10. Grants submitted or received:
11. Other creative activities such as development of software, media, or curricular materials:
12. Other comments or reflections. (You may indicate any thoughts or suggestions that you may have on improving the program.)

APPENDIX B

Form to Request Advanced Practicum Experience

**Ph.D. in Educational Psychology
SCHOOL PSYCHOLOGY SPECIALIZATION STRAND
REQUEST FOR APPROVAL OF ADVANCED PRACTICUM**

Date Submitted: _____

Your Name: _____

Site: _____

Supervision at Site Provided by: _____

Supervisor Qualifications: _____

Time Frame of Requested Experience: _____

Briefly describe the activities to be completed for which credit will be requested.

If completed where you are currently employed, explain how the clinical activities are in addition to your regular duties and responsibilities.

How do these activities relate to your professional interests and goals for your doctoral program?

Student Signature: _____ Date: _____

Site Supervisor: _____ Date: _____

Campus Supervisor: _____ Date: _____

Student Affirmation: Your signature above attests to your understanding that you are serving as a representative of the Department of Educational Psychology while working at the site and that either the site supervisor or the campus supervisor can terminate the placement without advanced notice. While at the site you are expected to conform to management policies at the agency, program, or organization. During the period of the placement, you will provide evidence of professional liability insurance in the amount of \$500,000 in coverage. In all instances you will abide by the ethical standards of the American Psychological Association and the laws of the State of Nevada. You will be expected to submit a detailed log at the conclusion of the placement. You will be expected to provide the site supervisor with a copy of the Program Advanced Practicum Experience Guidelines.

Site Supervisor Affirmation: Your signature above attests to your willingness to provide supervision for the activities listed above during the requested time frame. As an advanced

practicum experience, you have discretion in the frequency/duration of individual supervision sessions with the student. You will be asked to confer with the campus supervisor approximately half way through the time period for the placement and again at the end of the placement for detailed assessment of the student's performance.

Campus Supervisor Affirmation: *Your signature above attests to your willingness to provide support and general oversight for the requested experience, to respond quickly to any requests from the site supervisor, and to confer with site supervisor approximately half way through the time period for the placement and again at the end of the placement for detailed assessment of the student's performance.*

APPENDIX C

Rating Scale for Advanced Practicum Experience

SUPERVISOR EVALUATION OF ADVANCED PRACTICUM TRAINEE FORM*

Trainee's Name:

Field Experience Site:

Instructions:

We appreciate your use of this form as a site supervisor to provide feedback about the performance of the trainee. Your answers and comments will be much appreciated. This form will become part of the student's record for this course and may be considered in assigning grades.

Answer Code for Evaluation Items

NA -- Not Applicable or not enough information to form a judgment

1 -- Far Below Expectations--needs much improvement, a concern

2 -- Below Expectations-- needs some improvement to meet standards

3 -- Acceptable--meets standards at average level for doctoral students.

4 -- Above Expectations--performs above average level for doctoral students

5 -- Far Above Expectations--a definite strength, performs well beyond average levels for doctoral students

I. Basic Work Requirements

____ Arrives on time consistently

____ Uses time effectively

____ Informs supervisor and makes arrangements for absences

____ Completes required total number of hours or days on site

____ Is responsive to norms about clothing, language, etc., on site

Comments:

Suggested areas for further study:

II. Ethical Awareness and Conduct

____ Knowledge of general ethical guidelines

____ Knowledge of ethical guidelines of specific placement

____ Demonstrates awareness and sensitivity to ethical issues

____ Personal behavior is consistent with ethical guidelines

____ Consults with others about ethical issues if necessary

Comments:

Suggested areas for further study:

III. Knowledge and learning

A. Knowledge of Client Population

____ Knowledge level of client population at beginning of placement

____ Knowledge level of client population at end of placement

B. Knowledge of Assessment & Approaches

- Knowledge of treatment approach at beginning of placement
- Knowledge of treatment approach at end of placement

C. Knowledge of Assessment & Treatment

- Knowledge of specific treatment settings at beginning of placement
- Knowledge of specific treatment settings at end of placement

D. Learning

- Receptive to learning when new information is offered
- Actively seeks new information from staff or supervisor
- Ability to learn and understand new information
- Understanding of concepts, theories and information
- Ability to apply new information in clinical setting

Comments:

Suggested areas for further study:

IV. Response to Supervision

- Actively seeks supervision when necessary
- Receptive to feedback and suggestions from supervisor
- Understands information communicated in supervision
- Successfully implements suggestions from supervisor
- Aware of areas that need improvement
- Willingness to explore personal strengths and weaknesses

Comments:

Suggested areas for further study:

V. Interactions with Clients

- Appears comfortable interacting with clients
- Initiates interactions with clients
- Communicates effectively with clients
- Builds rapport and respect with clients
- Is sensitive and responsive to client's needs
- Is sensitive to cultural/group differences
- Is sensitive to within-group differences

Comments:

Suggested areas for further study:

VI. Interactions with Coworkers

- Appears comfortable interacting with other staff members
- Initiates interactions with staff
- Communicates effectively with staff

- _____ Effectively conveys information and expresses own opinions
- _____ Effectively receives information and opinions from others

Comments:

Suggested areas for further study:

VII. Paperwork

- _____ Reliably and accurately keeps records
- _____ Written or verbal reports are accurate and factually correct
- _____ Written or verbal reports are presented in professional manner
- _____ Reports are clinically or administratively useful

Comments:

Suggested areas for further study:

Overall, what would you identify as this trainee's strong points?

What would you identify as areas in which this trainee should improve?

What grade for the field experience would you recommend be given to this student?

_____ A _____ B _____ C _____ D _____ F _____ INC

Supervisor:

Date:

Thank you for your time in supervising this student and in completing this evaluation.

*Evaluation Form adapted from: Baird, B. N. (1996). The internship, practicum, and field placement handbook. Saddle River, NJ: Prentice Hall.

APPENDIX D

Guidelines for Requesting Doctoral Internship at Current Work Site

Guidelines for Proposing School Psychology Doctoral Internship Placement at Current Work Site

A student currently employed as school psychologist in the Clark County School District may apply for permission to complete all or a substantial portion of the 1800 hour doctoral internship at the current work site(s) by preparing a written statement addressing each of the following:

1. Provide a detailed description of activities required in your assignment as a CCSD school psychologist, including an approximate number of hours spent with various functions and an appropriate estimate of the relative percentage of time that has been afforded to each function.
2. Provide a detailed description of the proposed internship. Estimate the hours per week per function and estimate the relative percentage of time that will be afforded to each function if the doctoral internship proposal is approved. A doctoral intern may spend time in research activity, including evaluating the outcomes of services delivered and the effectiveness of the intern's own training. This time shall not exceed 25% of the internship. A doctoral intern must spend at least 25% of his or her time in direct (face-to-face) psychological services to clients/students/patients. Include the proposed dates of initiation and completion for the proposed internship.
3. Provide a statement acknowledging that you understand and accept the requirement that you will: a) conduct a minimum of two therapy and/or behavior modification projects using a single-case study design and submit written reports involving these projects, b) submit a minimum of two psychological reports per semester, c) prepare two review papers involving school psychology related books or tests, and d) maintain a daily log of activities performed throughout the internship.
4. Explain how the proposed and current activities differ. Be sure to provide a clear description of the differences in terms of the actual activities that are currently being provided relative to the proposed activities.
5. Provide the name, a photocopy of the state psychologist license, and vitae of the proposed internship field supervisor. The field supervisor must be a Nevada licensed psychologist and an employee of the Clark County School District. He or she may have other intern supervision responsibilities but must limit doctoral supervision to no more than two doctoral interns per year.
6. It is expected that the intern will receive at least two hours per week of individual supervision with at least one of those hours provided by the psychologist identified in #5 above. Provide a letter from your proposed internship field supervisor stating that he or she is prepared to provide this supervision, that he or she will be available for site visits from the faculty member assigned as instructor of the doctoral internship course, that he or she will receive telephone calls from the faculty member assigned as instructor of the doctoral internship course, and that he or she will complete rating sheets in a timely manner that reflect the performance of the intern.

7. Provide a statement acknowledging that you understand and accept a requirement that in addition to the individual supervision, you will be required to participate in other scheduled learning activities, such as case conferences, seminars, and/or observation of service delivery by others.
8. Provide a statement acknowledging that you understand and accept a requirement to complete a minimum of 50 hours of in-service training during the internship. In-service training may occur at national, state, or local conferences or at the actual internship site, and a minimum of 10 hours shall consist of APA-approved training programs.
9. Provide evidence at the time of registration for the internship (in the form of a photocopied contract) that you have obtained professional liability insurance for the internship period. This insurance must provide \$500,000 worth of coverage or more..
10. State that in all instances you will abide by the ethical standards of the American Psychological Association and the laws of the State of Nevada.

The information above should be gathered into a single packet and submitted to the Coordinator of the School Psychology Doctoral Program for approval prior to the initiation of the internship.

July 28, 2009

APPENDIX E

Example Rating Scale for Doctoral Internship in CCSD

INTERNSHIP EVALUATION

Doctoral Internship: Ph.D. In Educational Psychology- School Psychology Specialization Strand

Name of intern:

Organization: Clark County School District

Supervisor: Dr. Donald Blagg

Supervisor's signature: _____

Date: _____

This assessment requests your rating of the intern on behavioral dimensions related to placement performance. Definitions of the dimensions are on the following page.

A score of one or two indicates failure to perform in any acceptable way on the dimension. Scores of three to five indicate that the intern needs further development in that dimension. A score of six indicates satisfactory performance on the dimension. A score of seven should only be used when the intern has performed at a level exceeding that which could be expected of an intern; that is, performance at a level which might be typical of an established practitioner. It is expected that few interns will achieve this level of performance.

1	2	3	4	5	6	7
very poor	ineffective	adequate but needs development			satisfactory	excellent

Behavioral Dimension	Rating								Unable to Assess
Job Knowledge	1	2	3	4	5	6	7	0	
Research Skills	1	2	3	4	5	6	7	0	
Attention to Detail	1	2	3	4	5	6	7	0	
Oral Communication	1	2	3	4	5	6	7	0	
Written Communication	1	2	3	4	5	6	7	0	
Initiative	1	2	3	4	5	6	7	0	
Work Standards	1	2	3	4	5	6	7	0	
Tolerance of Stress	1	2	3	4	5	6	7	0	
Interpersonal Sensitivity	1	2	3	4	5	6	7	0	
Impact	1	2	3	4	5	6	7	0	
Behavioral Flexibility	1	2	3	4	5	6	7	0	
Judgment	1	2	3	4	5	6	7	0	
Planning and Organizing	1	2	3	4	5	6	7	0	

Overall Assessment 1 2 3 4 5 6 7 0

Comments/Suggestions:

DEFINITIONS OF BEHAVIORAL DIMENSIONS

JOB KNOWLEDGE: Acquaintance with, and effective use of, the theories, techniques, procedures and methods associated with assessment and intervention.

RESEARCH SKILLS: Gathers relevant information or data; relates and compares information or data from several sources for the purpose of identifying issues, relationships, problems or possible causes of problems.

ATTENTION TO DETAIL: Thorough and careful in the performance of a task or part of a task.

ORAL COMMUNICATION: Effective expression in individual or group situations during questions and answers, conversation, or discussion (includes non-verbal communication and listening).

WRITTEN COMMUNICATION: Clearly expresses information, facts, data, conclusions and recommendations in writing; includes good grammatical form.

INITIATIVE: Originates actions; active efforts to influence events rather than passive acceptance; takes action beyond basic requirements for completion of task; self starting; tackles problems or issues without awaiting instructions.

WORK STANDARDS: Remains on task with minimal direction or supervision; sets and maintains high standards of performance; sets and maintains deadline for the task at hand; accepting rather than avoiding job responsibilities.

TOLERANCE OF STRESS: Maintains composure and effective performance while under pressure and/or opposition.

INTERPERSONAL SENSITIVITY: Reacts sensitively, with empathy and sincerity, and communicates tactfully; acts in a way that indicates consideration of the needs of others.

IMPACT: Commands attention and respect; displays confidence; asserts him or herself when appropriate.

BEHAVIORAL FLEXIBILITY: Modifies approach to task, individual or group to effectively deal with different personalities and situations so as to achieve goals.

JUDGMENT: Considers alternative courses of action and makes realistic and rational decisions based on logical assumptions supported by factual evidence.

PLANNING AND ORGANIZING: Establishes a course of action for self and/or others to accomplish a specific goal; assigns and structures the use of personnel and resources to achieve objectives.

APPENDIX F

Doctoral Program Course Descriptions

DOCTORAL PROGRAM COURSE DESCRIPTIONS

(From UNLV Graduate Catalog 2014-2015)

Leveling (Required if Not Completed Prior to Doctoral Admission)

EPP 710 - Assessment of Intelligence by School Psychologists

Credits 3

Theory and practice in the use of assessment measures for evaluating intellectual abilities of children, youth, and adults.

Prerequisites

Admission to program or consent of instructor.

EPY 786 - Applied Assessment in Educational and School Psychology

Credits 1 – 4

Application of assessment approaches used for the evaluation of students in school settings.

Notes

May be repeated to a maximum of four credits.

EPP 715 - Projective, Personality, and Behavioral Assessment by School Psychologists

Credits 3

Assessment devices used by school psychologist to evaluate student's emotional and behavioral status.

Prerequisites

Admission to program or consent of instructor.

EPP 761 - Role and Function of the School Psychologist

Credits 3

Primarily designed for prospective school psychologists but also for those interested in field of school psychology. In-depth survey of field with its related problems and issues. Local, regional, and national issues studied from a practical field perspective.

Prerequisites

Consent of instructor.

EPP 762 - School Psychology Intervention with Practicum

Credits 3

Supervised practice with children in school and clinic settings with intervention recommendations.

Notes

May be repeated up to a maximum of nine credits.

Prerequisites

Admission to program and consent of instructor.

EPP 763 - Psychoeducational Academic and Diagnostic Assessment

Credits 3

Teaches students how to effectively perform psychological, academic, and diagnostic testing as part of a general psychoeducational evaluation. Students will also be given skills in diagnosing educational and psychological disorders.

Prerequisites

Admission to program or consent of instructor.

EPP 764 - School Psychology Seminar

Credits 1

Review of issues and research in the field of school psychology.

Notes

May be repeated to a maximum of four credits.

Prerequisites

Consent of instructor.

EPY 711 - Human Growth and Development

Credits 3

Emphasis on implications of human growth and life-span development (childhood through adulthood) for counseling, research and instruction. Topics include prenatal development and birth, death and dying, and physical, perceptual, cognitive, moral, personality, and language development.

Prerequisites

EPC 701 or consent of instructor.

EPY 702 - Research Methods

Credits 3

Early entry graduate-level survey of research methods with emphasis on comprehension of educational research literature. Includes scientific method, locating and summarizing published research, sampling, measurement, statistics, research design, and critique of published research

EPY 721 - Descriptive and Inferential Statistics: An Introduction

Credits 3

Descriptive indices of central location and dispersion, correlation and regression, hypothesis testing and basic inferential techniques. Emphasis on intuitive understanding and applications in educational/behavioral measurement and research.

EPY 705 - Child Counseling

Credits 2

Focuses on children's position in and impact upon the family, emotional development, assessment of behavioral and emotional problems, adjustment issues at school and social/developmental situations. Models of counseling children, models of parent education, and models of parent and school interaction, ethical and legal responsibilities in regard to children, and current research presented.

Prerequisites

Graduate standing or consent of instructor.

EPY 712 - Foundations of Learning and Cognition

Credits 3

Systematic analysis of concepts and principles of human learning with emphasis on their application to instruction and counseling. Topics include classical and operant conditioning, information-processing and memory, the neurophysiology of learning, and personality and social factors in learning.

EPY 788 - Seminar in EPY

Credits 1 – 6

Selected topics in counseling and human development services. a) Principles and practices. b) Individual analysis. c) Occupational information. d) Placement. e) Follow-up evaluation. f) Research.

Notes

May be repeated to a maximum of six credits.

Prerequisites

Consent of instructor.

ESP 701 - Introduction to Special Education and Legal Issues

Credits 3

Survey of the characteristics, training, and educational needs of students with disabilities. Designed for graduate students in special education, general education, nursing, counseling, psychology and related fields.

Notes

Required of all students in the Generalist Program who do not have a bachelor's degree in special education.

ESP 733 - Management and Modification of Students with Special Needs

Credits 3

Provides introduction to applied behavior analysis as it relates to teaching and managing students with special needs. Focuses on teaching new skills and managing inappropriate behavior, both academic and social. Strengths and weaknesses of common school practices for controlling students' inappropriate behaviors described.

CED 733 - Introduction to Group Counseling

Credits 3

Study and practice of basic approaches to group procedures in relation to group goals, group dynamics and group leadership.

Prerequisites

CED 701 and EPY 723

Orientation

EPY 701 - Proseminar in Educational Psychology

Credits 1 – 2

Introduction to graduate studies in educational psychology. Topics may include, but are not limited to: teaching apprenticeship, professional organizations, creating a vita, evaluation and assessment, institutional review board training, peer review process, use of PsychInfo and other topics relevant to graduate studies.

Prerequisites

EPY 702 (may be taken concurrently) or equivalent.

Learning & Development Core

EPY 757 - Theory and Philosophy of Educational Psychology

Credits 3

Evolution of psychological learning theories, from their philosophical foundations to the present. Central issues include how psychological constructs such as the mind, knowledge representation, and attention impact learning and changes in our understanding of the nature of these constructs over time.

Prerequisites

Graduate standing.

EPY 767 - Human Learning and Cognition

Credits 3

Components of human memory and how these components affect learning. Emphasis placed on recent research and theory in working memory and long-term storage. Instructional implications of research discussed, especially with respect to skill acquisition, development of expertise, and cognitive strategy instruction.

Prerequisites

Graduate standing.

EPY 777 - Cognitive Development

Credits 3

Overview of major theories, issues, and research in cognitive development. Primary emphasis on development of thinking and learning from childhood through adulthood.

Prerequisites

Graduate standing.

Research Core

EPY 718 - Qualitative Research Methodologies

Credits 3

Qualitative approaches to exploring phenomena related to educational and other social contexts. Attention given to theoretical and practical considerations of case studies, ethnographies, participant observation and narrative reports; discussion of criteria for establishing goodness of qualitative studies.

Notes

Field work using qualitative methods required.

Prerequisites

EPY 702

EPY 722 - Inferential Statistics and Experimental Design

Credits 3

Intermediate- level coverage of inferential statistics and experimental design analysis covering commonly used techniques in educational and behavioral research with computer applications. **Prerequisites**

EPY 721

EPY 723 - Theory and Practice of Human Measurement I

Credits 3

Measurement of human characteristics using applications of classical measurement theory and introduction to the more recent item response theory models. Topics include test planning, scaling, item and test construction, item analysis, reliability and validity.

Prerequisites

EPY 721 (EPY 721 may be taken concurrently).

EPY 730 - Advanced Research Methods

Credits 3

Compares strengths and weaknesses of experimental research designs, using this knowledge to improve design sensitivity. Includes hypothesis testing, threats to validity, power, and effect size. Considers controversies in quantitative research literature.

Prerequisites

EPY 702, EPY 721, and EPY 722 (EPY 722 may be taken concurrently).

EPP 750 - Advanced Test Analysis in School Psychology

Credits 3

Functional and theoretical approach for interpretation and inquiry applications with cognitive and affective scales typical in school-based practice. Emphasis on advanced statistical analysis for synthesizing data in diagnostic and validation studies.

Prerequisites

Admission to doctoral program or consent of instructor.

Specialization Courses (Including Approved Alternatives)

EPP 723 - Diagnostic and Prescriptive Strategies: Psychopathology

Credits 3

Designed to explore variables and intervention strategies with emphasis on assessment-based interventions and focus on brief counseling theories and techniques for school psychologists and other school-based practitioners.

Prerequisites

Admission to doctoral program or consent of instructor.

PSY 736 - Psychopathology

Credits 3

Advanced treatment of psychopathology covering description, diagnosis, classification, physiological factors, and psychodynamics.

Prerequisites

Consent of instructor.

EPP 760 - Psychoeducational Issues of Diverse Learners

Credits 3

Provides skills needed to work with diverse learners in a psychoeducational setting. The learner will be expected to understand multicultural issues concerning assessment, counseling, second- language acquisition, and/or general cultural diversity.

Prerequisites

Admission to program or consent of instructor.

EPP 764 - School Psychology Seminar

Credits 1

Review of issues and research in the field of school psychology. May be repeated to a maximum of four credits.

Prerequisites

Consent of instructor.

EPP 765 - Advanced Assessment Seminar:

Credits 1 – 9

Designed to provide functional skills in assessment in the diagnosis and evaluation phase of counseling to provide skills in the administration, scoring, and interpretation of clinical instruments.

Prerequisites

Admission to program or consent of instructor.

EPP 767 – School-Based Neuropsychological Assessment

Credits 3

Provides functional skills in neuropsychological assessment for school psychologists with attention to organization of the human nervous system, brain-behavior relationships, and developing recommendations for instructional interventions based on neurocognitive strengths and weaknesses. credits.

Prerequisites

Admission to Program or Consent of instructor.

PSY 704 - Social Psychology

Credits 3

Overview of current theory and research in social psychology. Both the limitations and implications of social psychological theory explored using current research evidence. Topics include attitude change, social influence, attribution theory, social cognition, and cross-cultural perspectives.

Prerequisites

PSY 460 and consent of instructor.

PSY 755 - Ethics and Professional Issues

Credits 3

Examination of ethical and professional issues related to the practice of psychology.

Prerequisites

Consent of instructor.

EPY 784 - Teaching Practicum

Credits 3

Individual study under the direction of a faculty member focusing on preparing to teach at the college level.

Prerequisites

EPY 723 or EPY 767 and consent of instructor.

EPY 793 - Advanced Doctoral Practicum

Credits 3 – 6

Advanced practice supervised experience for doctoral students in school psychology and counseling.

Notes

May be repeated to a total of six credits.

Prerequisites

Consent of instructor.

EPY 794 - Internship

Credits 3 – 6

Final activity intended to provide on-the-job experience in developing related competencies.

Notes

May be repeated to a maximum of six credits.

Prerequisites

Consent of instructor.

EPY 799 - Dissertation

Credits 3–24

Culminating experience that may be: a) traditional, original research, b) field oriented and problem solving, or c) exploratory or generative research. Limited to doctoral candidates. 3-24 credits in increments of three.

Notes

May be repeated but only a maximum of 24 credits may be applied towards degree.

Grading

S/F grading only.