Ed.S. in School Psychology Program Handbook

Welcome

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

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

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

Training is developmental and rigorous, adhering to both training standards espoused by the National

Contact Information

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Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social ²emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social ²emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence- E D V H G V W U D W H J L H V W R V X S S R U W S R V LWLYH IDPLO\ LQIOX mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social ²behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advctices fo1n

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and

a. The School Psychology faculty must approve substitutions before enrollment for any required course.
b. All courses must be passed with a grade of B or above.
c. EPP 745 (Legal Clinic on Law, Ethics, & Advocacy) is only required for 1 semester during year 2. An elective can be taken in the semester EPP 745 is not taken.
d. Availability of elective courses varies. Elective courses can be selected from the following areas and must be approved by your advisor before registering.
    Neuropsychology and preschool course
    Any course in Educational Psychology (students interested in doctoral studies take an additional research course)
    Any course in the Special Education program (ESP)
    Any course in the Counseling program (CED)
    Any course in the Educational Policy and Leadership program.
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Earning an Ed.S. degree in School Psychology requires mastery of a coherent body of knowledge and skills. School psychology students must acquire substantial competence in psychology and school psychology as specified in the NASP 2020 Standards; they must relate appropriately to clients/patients, fellow students, faculty and staff members, and other education and healthcare professionals. Cognitive, behavioral, emotional, intellectual, and communication skills are required to practice effectively. They are essential to completing the School Psychology program and protect the health and safety of clients/patients, fellow students, faculty and staff members, and other education and healthcare 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 GHPRJUDSKLFV DWWLWXGHV EHOLHIV DQG YDOXHV :KHQ JUDGXDWH

Student Grievance 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. At any time, students may submit an Appeal form via the Grad Rebel Gateway to the Graduate College.

Storage of Complaints/Grievances. $ O O F R P S O D L Q W V ¬ @ ð ð 1''ëö™o v" ´€ $Hth<00ifact g 0 G 52448>-g 0 G

Professional Resources

The graduate student club for school psychology called SASP

- Student Affiliates in School Psychology
- SASP Facebook

Instagram: saspunlv

The NVASP (the Nevada Association of School Psychologists). NVASP embodies a unified community that advances opportunities for School Psychologists across the state.

- NVASP.

National associations NASP, Division 16 of APA, and APA:

- NASP
- APA Division of School Psychology
- APA

The International School Psychology Association (ISPA):

- ISPA

Student Awards

This award is presented to one Ed.S. student and/or one Ph

through advocacy, involvement, and giving.

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

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 2IILFH RI 'LYHUVLW\ ,QLWLDWLYHV LV WR *Student Success through Cultural Diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office also handles UNLV Title IX questions, inquiries, and reporting.

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.

International Students and Scholars (ISS)

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.

The Office of Student Conduct is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct collaborates with the UNLV community to provide an inclusive system through enforcement of the *UNLV Student Code of Conduct* by:

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

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.

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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 the successful completion of 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 in a non-discriminatory manner to clients/patients, fellow students, faculty and staff members, and other professionals with honesty, integrity, and dedication. They must 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 reason critically and deliberately about the social and ethical questions that define psychologists' roles. They must be able to identify personal reactions and responses, recognize multiple

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 promptly to faculty requests and adhere to specific time-sensitive deadlines established by program faculty.

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 mentoring provided by the student's advisor, students participate in Research Group until the 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 therein their own preparation and create accountability. Failure to consistently attend, actively participate, or complete tasks/assignments promptly 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 making timely progress in their required research activities. Students will schedule regular meetings with their advisor. When unavoidable obstacles are expected, the student will consult with the advisor to plan accordingly. Progress in required research activities needed to graduate (i.e., research projects) should take priority over other research activities.

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

Students will obtain advisor approval for all research activities including presentations 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 the student's advisor must submit to the University Institutional Review Board (IRB) which must approve all research proposals, 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

Q1 Name of Practicum/Internship Supervisor completing this form

Q2 Supervisor Email:

Q3 Name of Practicum/Internship Student being evaluated

Q4 This student you are evaluating is in their:

- First Year Practicum (intro, 20 hrs/semester)
- Second Year, Intermediate, Practicum (up to 2 days/week)
- Internship Year (full time)

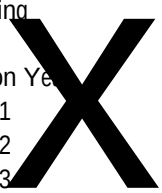
Q5 Date this evaluation is being completed

Q6 Evaluation Semester

- Fall
- Spring

Q7 Evaluation Ye

- 2021
- 2022
- 2023



Domain 1. Data-Based Decision Making

For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first-year practicum students, 2 - Emerging for second-year practicum students,or 3 - Competent for interns by their spring semester of internship.

For each NASP 2020 Domain of practice below, please rate the student in skills and knowledge they have demonstrated thus far: 0 - Not observed/no opportunity 1 - Novice ²Unable to perform under supervision, 2 - Emerging ²Application of knowledge and skills under supervision is emerging3 - Competent - Adequate in applying knowledge and skills under supervision4 - Exemplary ²Exemplary in applying knowledge and skills under supervision

1.1 In collaboration with other members of an interdisciplinary team, demonstrates knowledge and V N L O O V I R U F R Q G X F W L Q J D V V H V V P H Q W V W R G H W H U P L Q H V W X G H Q W V · special education, and to provide information relevant to the development of individual service plans.

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1.2 Student demonstrates knowledge of and skills for collecting and analyzing data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to X Q G H U V W D Q G V W X G H Q W V · Q H H G V-based instruction and mental and D Q G L P S O H P H Q W H behavioral health interventions and supports.

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1.3 Student demonstrates knowledge of and skills for incorporating various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the

Domain 2: Consultation and Collaboration

For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first-year practicum students, 2 - Emerging for second-year practicum students, 3 - Competent for interns by their spring semester of internship.

For each competency, the distinctions in skills and knowledge candidates demonstrate are: 0 - Not observed/no opportunity 1 - Novice ² Unable to perform under supervision2 - Emerging ² Application of knowledge and skills under supervision is emerging3 - Competent - Adequate in applying knowledge and skills under supervision4 - Exemplary ² Exemplary in applying knowledge and skills under supervision

2.1 Student demonstrates knowledge of and skills for using a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services

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2.2 Student demonstrates knowledge of and skills for effectively communicating information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.

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3.5 Student demonstrates knowledge of and skills for applying current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.

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3.6 Student demonstrates knowledge of and skills for working with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.

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3.7 Student demonstrates knowledge of and skills for incorporating all available information in developing instructional strategies to meet the individual learning needs of children and youth.

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3.8 Student demonstrates knowledge of and skills for using culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. Student uses assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.

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3.9 Student demonstrates knowledge of and skills for sharing information about research in curriculum and instruction with educators, parents/ guardians, and the community to promote improvement in instruction and student achievement.

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Domain 6: Services to Promote Safe and Supportive Schools

Rating Reminder For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first-year practicum students, 2 -

6.10 In collaboration with other professionals, student demonstrates knowledge of and skills for engaging in crisis intervention, conducting comprehensive suicide and/or threat assessments for students who are identified as at risk, and designing interventions to address mental and behavioral health needs

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6.11 Student collaborates with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

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Domain 7: Family, School, and Community Collaboration

7.5 Student helps create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.

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7.6 Student advocates for families and support parents and other caregivers in their involvement in V F K R R O D F W L Y L W L H V E R W K I R U D G G U H V V L Q J L Q G L Y L G X D O V W X G H Q W school events. They acknowledge barriers to school engagement and take steps to help families overcome them.

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7.7 Student demonstrates knowledge of and skills for educating the school community regarding the influence of family involvement on success in school and advocating for parent a e s1(n)4( )-2(s)4(c)-4(h)4(n)4( )] TJ 5(d)-5(in)4(g th)6(e

8.5 Student works collaboratively with families and community liaisons to understand and address the needs of diverse learners.

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8.6 Student employs a strengths-based approach to address the learning needs of English learners.

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8.7 Student acknowledges the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. They also remain aware 1 0 0 1 14-3(c)-4(tio)7(n)-7(s)4(,33)] TJETQq0.00000912 0 612 792 reW*nBT/F1 9.96

9.6 Student communicates their knowledge about statistics and measurement principles to inform practices and decision making.

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9.7 Student understands principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth

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Domain 10: Legal, Ethical, and Professional Practice

Rating Reminder For successful completion of each practicum and internship, all relevant competencies must be rated, minimally, as 1 - Novice for first-year practicum students, 2 - Emerging for second-year practicum students, or 3- Competent for interns by their spring semester of internship.

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

0 - Not observed/no opportunity
1 - Novice (Unable to perform under supervision)
2 - Emerging (Application of knowledge and skills under supervision is emerging)
3 - Competent ²(Adequate in applying knowledge and skills under supervision)
4 - Exemplary (Exemplary in applying knowledge and skills under supervision)

10.1 Student practices in ways that are consistent with ethical, professional, and legal standards and regulations.

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10.2 Student engages in effective, collaborative, and ethical professional relationships.

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10.3 Student seeks and uses professional supervision, peer consultation, and mentoring for effective practice.

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10.4 Student supports the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.

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10.6 Student assists administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.

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10.7 Student advocates for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.

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10.8 Student stands up for the welfare and rights of children and uses expertise to promote changes in individual education programs, systems, schools, and legislation. Student actively contributes to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.

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10.9 Student collects data to evaluate and document the effectiveness of their own services.

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10.10 Student engages in lifelong learning and formulate personal plans for ongoing professional growth.

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10.11 Student is knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.

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Q87
Additional Feedback: Please provide any additional information you think would be helpful for the training program to know.

APPENDIX C

Faculty Rating, Annual Student Review

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

Q1 Name of Student Reviewed and degree program:

Q8 This student is meeting minimum acceptable levels in coursework
- Above average (1)
- Average (2)
- Below average (3)

Q9 This student is meeting program benchmarks and requirements
- Above average (1)
- Average (2)
- Below average (3)

Q11 This student is meeting program expectations on professional dispositions and behaviors at minimum acceptable levels
- Above average (1)
- Average (2)
- Below average (3)

Q12 This student is meeting program expectations on professional practice and clinical skills at minimum acceptable levels
- Above average (1)
- Average (2)
- Below average (3)

Q10 This student is meeting program expectations in research skills at minimum acceptable levels
- Above average (1)
- Average (2)
- Below average (3)

Q13 Please explain any concerns here from above:

Q2 Summative Academic Evaluate explasc(c)-4(h)4icarofe2

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

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

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

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

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

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

End of Block: Default Question Block

School Psych Annual Review

:

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

Completed	In Progress	Not Yet Required
Attended Practicum Orientation (4)		
Finger printing for CCSD (7)		
Secured a practicum site for next year (11)		
Completed my Committee form w/Grad College (17)		
Secured an internship site for next year (12)		
Applied for internship (10)		
Passed the Praxis (13)		
Completed Portfolio (15)		
Study form w/Grad College (14)		
Applied for Graduation w/Grad College (8)		

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

Q13 List any courses in which you have earned a B- or lower:

Q14 List any courses in which you have an Incomplete and your status of completing them (please list full course # and name):

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

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

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

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

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

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

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

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

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

End of Block: Annual Review

Start of Block: Professional Dispositions
Rate yourself.

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

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

Q24 Demonstrates professional work behavior in and outside of the classroom (e.g., proactive, self-directed learner, completing assignments, attendance, meeting deadlines).

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

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

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

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

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

Q426 Displays appropriate feedback effectively from O L W \ W R \J4åñ bEAQ ‘ a” V$Rr Ä£ä 0 W ·

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