Ph.D. Overall skills and knowledge of the field. We are glad that you have cho

NLV for your education and training. Feel free to contact us (school psychology faculty) for any questions.

Mission Statement

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

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

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

- Aim 1: Train leaders in the field who promote the science of psychology and advocate for the well-being of diverse children and youth through their scholarship and research; and,
- Aim 2: Train health service psychologists to deliver school psychological services and advocate for the well-being of diverse children and youth through their services.

Accreditation

The Ph.D. program is currently Accredited on Contingency by the American Psychological Association. Accreditation Under Contingency status was awarded on March 24, 2023, and expires on March 24, 2028. Questions related to the

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Program History

The School Psychology PhD program began in 2005 as a specialization (or track) of the PhD in

   d. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
   e. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
   f. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
4. Intervention
   a. Establish and maintain effective relationships with the recipients of psychological services.
   b. Develop evidence-based intervention plans specific to the service delivery goals.
   c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
   d. Demonstrate the ability to apply the relevant research literature to clinical decision making.
   e. Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.
   f. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
5. Supervision
   a. Demonstrate knowledge of supervision models and practices.
6. Consultation and interprofessional/interdisciplinary skills
   a. Demonstrate knowledge and respect for the roles and perspectives of other professions.
   b. Demonstrates knowledge of consultation models and practices

Program requirements regarding admission, coursework, and culminating experience are found in the Graduate Catalog.

Doctoral Professional Seminars

The program maintains a cohesive community of scholar

Program Curriculum Committee for Transfer Credits and Course Substitutions

Transfer credits and course substitutions are the exception rather than the rule. The program abides by the UNLV policy on transfer credits, which is in the Graduate Catalog and the APA Standards of Accreditation in Standard II.B.1a.

The only foundational knowledge DSKs in Category 1 and 2 that are allowed to be taken outside of the UNLV program are History and Systems of Psychology, Research Methods, Statistical Analysis, and Psychometrics. For History and Systems of Psychology, the preliminary exam question cannot be waived. For EPP 761 to be waived, the student must have an undergraduate or graduate course or higher on their transcript with the following words in the title: History and Systems of Psychology. The program curriculum committee will examine the syllabus to determine whether appropriate instruction and readings were delivered and ascertained their adequacy.

1500 internship hours must be completed in no less than 10 months (full-time) and no more than 24 months (part-time). The internship must adhere to the Council of Directors of School Psychology Programs (CDSPP) internship guidelines. Typically, students start in summer and finish in summer, making it a calendar year experience. The minimum number of hours for licensure may vary by state, so it is important to check regulations for the state where they wish to be licensed.

Program Benchmark Sequence

The figure below illustrates the expected program progression for a full-time student entering the program after a E D F K H O R U · V degree. Although individual timeframes may vary from this example for various reasons, such as entering Z L W K D P D V W H U degree or attending part-time, students are expected to make continual progress through program benchmarks. Faculty evaluate H D F K V W X G H Q W · , and those who do not make satisfactory progress may be placed on an Improvement Plan and Academic Probation. Students are strongly encouraged to work closely with their advisor to ensure they maintain satisfactory progression through the program.

Sample Program Benchmark Progression

	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5		
	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su

student's progression through the program are held here for future reference and credentialing purposes accessible to th
program faculty, department chair, and administrative assistants.

Discipline Resources

School psychology students should get involved in the program, department, college, university, and community by joining:

1. The graduate student club for school psychology (SASP)
    a. SASP Weebly
    b. SASP Facebook
    c. Instagram: saspunlv
2. The NVASP (the Nevada Association of School Psychologists). NVASP embodies a unified community that

Office of Student Conduct

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

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;

- Students will commit themselves to make timely progress in their required research activities. Students will schedule regular meetings with their advisor. When unavoidable obstacles are expected, the student will consult with the advisor to plan accordingly. Progress in required research activities needed to graduate (i.e., research projects) should take priority over other research activities.
- Students will learn and master APA style. All required research manuscripts, and, unless otherwise specified, class papers, should be written in APA style. This applies to all manuscript elements, organization and headings, writing style, grammar and usage, nonbiased language, mechanics, tables and figures, and citations and references. We expect students to read thoroughly the current edition of the APA Publication Manual and refer to it regularly when preparing papers.
- Students will obtain advisor approval for all research activities including presentation and publications, even when the advisor is not a coauthor since the student completes such professional activities as an affiliate of the university and program.
- Students will not make unreasonable requests of faculty, instructors, or staff, such as requesting modifications to assignments or requirements, or requesting exceptions if not related to legitimate absences. For exceptions to timelines for research requirements, the student must experience protracted legitimate absences or delays attributable to unavoidable external factors (e.g., delays in approval for research, participant attrition, faculty absences/travel).
- The university requires that all research involving human subjects be cleared through proper channels. The V W X G H Q W D Q G V W X G H Q W · V D G Y L V R U Psy.M Institutional Review Board (IRB), which must approve all proposals for research, even those using existing data. Students must receive approval for any independent research, including papers. Students are responsible for ensuring sufficient time to process this paperwork (1 to 2 months depending on exempt, expedited, or full review). Students are strongly encouraged to review IRB guidance materials.

APPENDIX B

Supervisor Evaluation Forms

Student Profession-Wide Competencies (PWCs) Evaluation Form

work. Supervision focuses on further refining advanced performance skills of this

Are you licensed as a School Psychologist?

Do you hold the NCSP credential?

Are you a Licensed Psychologist?

Was this trainee supervised by individuals also under your supervision? If yes, please provide the name(s) of additional supervisors:

Question Comments

Please describe the supervision arrangement.

Question Comments

How long have you been practicing?

Question Comments

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

Question Comments

Indicated your highest degree earned:

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

3. INDIVIDUAL AND CULTURAL DIFFERENCES/DIVERSITY (ICD): Awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent cultural and person background and characteristics defined broadly and consistent with the APA Policy. Cultural diversity is defined as cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status. Awareness, sensitivity, and skills regarding the effects of power and privilege are also included here.

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

3A. Self as shaped by Individual and Cultural Diversity and Context: Articulates, understands, and their own personal/cultural history, attitudes, and biases in relation to work with others.

3B. Others as Shaped by Individual and Cultural Diversity and Context: Demonstrates knowledge

Foundational Competency 5. COMMUNICATION AND INTERPERSONAL SKILLS

5.

Functional Competency 7.

Functional Competency 8. SUPERVISION

8. SUPERVISION: Supervision and trainin(tra)-4.006hrtra(visio)-4.of(t)-2.992 s (o)-5 (O)-o 1 191.91inl knaro-6.998 a

9. CONSULTATION AND INTERPROFESSIONAL/ INTERDISCIPLINARY SKILLS: The ability to collaborate intentionally with other

Functional Competency 10. RESEARCH

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

Comments: For ratings of 1, please provide detailed information and recommendations for remediation. Otherwise, use this space to add constructive feedback specific to this student's strengths or growth edges.

10A. Literature Selection: Uses scholarly search tools to conduct thorough, systematic literature searches. Correctly identifies relevant and irrelevant studies pertaining to a research topic.

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

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

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

10E. Data Analysis: Understands why specific analytic techniques are chosen and the assumptions underlying those techniques. Conducts analyses accurately in a replicable fashion. Summarizes results in tables and figures or tables.

10F. Contextualization of Research: Places own findings into the broader literature. Describes limitations of own work accurately and succinctly. Highlights future directions for research that logically follow from own work.

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

Functional Competency 10. RESEARCH Comments

Overall

Appendix C

Annual Reviews:

Program Annual Review Form and Student Self Evaluation

Faculty Rating, Annual StudentReview

Start of Block: Default

School Psych Annual ReviewStudent Self-Evaluation

Program Student Annual Review - Self Reflection and

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

Yes (2)

No (3)

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

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

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

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

Applied

Please upload an unofficial Transcript from UNLV that shows your

Start of Block: Professional Dispositions

Rate yourself on the items below.

Adheres to the ethical codes and guidelines of the

Met (3)

Exceeds expectations (4)

Demonstrates sensitivity to issues of diversity, multiculturalism, equity, and justice, including those related to age, sex, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Unmet (1)

Improvement (2)

Met (3)

Exceeds expectations (4)

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

Unmet (1)

Improvement (2)

Met (3)

Exceeds

Improvement Plan
(APA Competency Remediation Plan)

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

Circle all

Competency Remediation Plan

Competency Domain/ Essential Components	Problem Behaviors	Expectations for Acceptable Performance	Responsibilities / Actions	Supervisors / Faculty Responsibilities/ Actions	Timeframe for

Competency Remediation Plan Continued

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

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

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

I, , have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/ faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/ disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (PLEASE NOTE: If trained disagrees with the outcomes and next steps, comments, including a detailed description of the W U D a t i Q h e r · V disagreement are REQUIRED).

Trainee Date/ Training Director Date

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