

UNIVERSITY OF Nebraska Lincoln

Graduate Study in School Psychology

2016-2017

Doctoral Degree (Ph.D.)

Accredited by the American Psychological Association*

Approved by the National Association of School Psychologists
and the Nebraska Department of Education

Educational Specialist Degree (Ed.S.)

Approved by the National Association of School Psychologists
and the Nebraska Department of Education

*Questions related to the program's accredited status should be directed to
the Commission on Accreditation.

Office of Program Consultation and Accreditation
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It is the policy of the University of Nebraska-Lincoln not to discriminate on the basis of sex, age, handicap, race, color, religion, marital status, veteran's status, national or ethnic origin or sexual orientation.

WELCOME TO THE UNIVERSITY OF NEBRASKA-LINCOLN SCHOOL PSYCHOLOGY PROGRAM!

This handbook will acquaint you with the purpose, context, and structure of the University of Nebraska - Lincoln (UNL) School Psychology Program. We are very proud of our program, which is highly respected both locally and nationwide. The program has a long tradition of being considered among the top programs in the country. It has also received significant university recognition, and has been identified by the Chancellor of UNL as one of the university's most outstanding programs. Our faculty is comprised of excellent teachers and accomplished researchers who hold important national and local leadership positions, including elected and appointed offices in national School Psychology associations.

The UNL School Psychology Program (<http://cehs.unl.edu/edpsych/school-psychology>) offers students access to extraordinary training. Faculty in the program have secured competitive funding for training and research opportunities in pediatric psychology, conjoint behavioral consultation, response-to-intervention, rural education, the assessment of school bullying, and interventions to strengthen classroom learning environments. In this program, course work is demanding and prepares all students for intensive practica and internship experiences. UNL students have access to practica opportunities in local schools, community outpatient clinics, university clinics, and area hospitals.

Complementing our faculty and program are our superior students. Drawn from around the world, across the nation and the state of Nebraska, students work closely with each other and faculty in an atmosphere that is highly collaborative and collegial. In every aspect of our program, we strive to both promote and respect student diversity. Students who are particularly interested in diversity issues find our Diversity and Ethnic Minority Affairs Committee (DEMAC), active in our department for well over 30 years, to be a unique multicultural and multi-national support system. Likewise, all school psychology students are invited to participate in the Student Affiliates in School Psychology (SASP), a student organization which provides mentorship, friendship, and a formal vehicle for student input into program decision making.

Students graduate from the rigorous and challenging UNL School Psychology Program with the professional skills they need to provide their clients with the highest quality of psychological services, and with well-honed skills in research and scholarship. Both locally and nationally, our graduates are very successful in obtaining positions as school psychologists in schools, private and public psychological practices, and university programs. Many UNL graduates have become important leaders in both practice and university settings.

We hope that this handbook is helpful to you as you seek more information about the program. Please feel free to contact me or other members of the program faculty if we can help you learn more about the UNL School Psychology Program.

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1: THE SCHOOL PSYCHOLOGY PROGRAM AT THE UNIVERSITY OF NEBRASKA – LINCOLN

The School Psychology Program at UNL was established in 1974. In 1980 it became the eleventh school psychology program in the nation to receive full accreditation by the American Psychological Association. The program is one of four within the Department of Educational Psychology and, at the doctoral level, one of four programs falling under the administrative auspices of Psychological Studies in Education. There are four primary faculty members in the School Psychology Program (Drs. Daly, Napolitano, Sheridan, and Swearer), a number of community-based adjunct faculty, and approximately 40 active students. The school psychology faculty makes programmatic decisions regarding school psychology training with input from school psychology student representatives.

PROGRAM PHILOSOPHY AND GOALS

The UNL School Psychology Program is premised on an ecological perspective of human behavior and psychological services. We view human behavior as a complex result of individuals' interactions with the various social and psychological systems within which they develop. As such, understanding both functional and dysfunctional human behavior requires a thorough grasp of individual, setting, and environmental variables that affect children's behavior and analysis of the complex interactions among these variables as they influence each other. Understanding this total ecology is necessary for practical decision-making and effective practice as a professional psychologist.

The UNL School Psychology Program provides training at both the Educational Specialist (Ed.S.) and Doctoral (Ph.D.) levels. While the Ed.S. program is designed primarily for individuals who wish to work in public school settings, the Ph.D. program prepares graduates for practice in universities, schools, hospitals, developmental centers, mental health centers, clinics, and private practice. At both levels, we train school psychologists to function as scientist-practitioners. Our students draw upon the scientific literature as a primary basis for professional practice and focus their research agendas so as to have meaningful implications for practice. As scientist-practitioners, they conduct their professional practice in ways that are congruent with the scientific method. They operationalize presenting problems in measurable ways, collect and analyze data pertaining to presenting problems, use analyses of these data to form hypotheses, use these hypotheses as the basis for designing interventions, monitor the effectiveness of these interventions over time via ongoing data collection, and modify hypotheses and interventions in light of these outcome data.

Within an ecological framework and the scientist-practitioner model, we train school psychologists to deliver both therapeutic and prevention services across a wide range of educational and health-related systems (e.g., schools, families, hospitals, residential and outpatient mental health facilities, community agencies) while working with children and adolescents from diverse populations and cultures. The ends to which we strive are the delivery of effective indirect (e.g., consultation), direct (e.g., therapy), and systemic psychological services to diverse individuals, groups, and organizational systems. The program has five overarching goals for our students.

PROGRAM GOALS AND OBJECTIVES

All graduates of the UNL School Psychology program are trained to function as scientist-practitioners in each of the following domains by translating research into practice and evaluating the effects of their services.

The goals of the UNL School Psychology program are as follows:

GOAL 1: Students will practice in a professional manner consistent with local, state, and national ethical and professional standards for practice and research.

GOAL 2: Students will demonstrate knowledge and skills related to consultation with families and professionals, within and across settings, to enhance children and adolescents' competence and to strengthen environmental contexts for their development.

GOAL 3: Students will demonstrate the knowledge and skills to conduct assessments of children's and adolescents' cognitive, academic, and behavioral strengths and weaknesses and of the environmental contexts in which these competencies develop.

GOAL 4: Students will demonstrate the knowledge and skills needed to plan, implement, facilitate, and evaluate ecologically based interventions that meet children's and adolescents' educational and mental health needs.

GOAL 5: Students will conduct, interpret, and disseminate research that advances the discipline of school psychology while adhering to the highest standards for ethical and professional scientific behavior.

PROGRAM ACCREDITATION

The UNL School Psychology Doctoral Program is fully accredited by the American Psychological Association (APA)¹ and approved by the National Association of School Psychologists (NASP). The UNL Educational Specialist Program in School Psychology is approved by NASP. Both the Doctoral and Educational Specialist Programs are also accredited by the Nebraska Department of Education.

STUDENT AFFILIATES IN SCHOOL PSYCHOLOGY

Student Affiliates in School Psychology (SASP) is the graduate student organization affiliated with Division 16 (School Psychology) of the American Psychological Association. The UNL chapter of SASP has two primary missions. First, SASP facilitates the transition of new students into the UNL School Psychology Program. Each incoming student is paired with an advanced school psychology student mentor. This mentor can help new students become familiar with departmental norms, courses, research projects, and strategies for coping with challenges and adapting to the Lincoln community. Second, SASP provides a forum for school psychology students to engage in collaborative academic discourse. Its purpose is to provide learning opportunities that extend beyond formal classroom activities and that facilitate each person's professional growth, both as a student and as a school psychologist. SASP is premised on the view that students bring diverse and rich histories to bear on their academic and social interactions. Complementing these missions, SASP also serves as a liaison between school psychology students, the UNL school psychology faculty, and the Nebraska School Psychology Association.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

The School Psychology Program is housed within the Department of Educational Psychology, which is one of the oldest departments of educational psychology in the nation. In addition to the School Psychology Program, the department also includes programs in Counseling Psychology (APA accredited); Cognition, Learning and Development; and Quantitative, Qualitative, and Psychometric Methods. These four programs make up the doctoral specialization of *Psychological Studies in Education*. Students who graduate from the Department of Educational Psychology with a Ph.D. degree receive a doctoral specialization of *Psychological Studies in Education*.

¹Questions related to the program's accredited status should be directed to the Commission on Accreditation. Office of Program Consultation and Accreditation/American Psychological Association/750 1st Street, NE, Washington DC 20002/Phone: (202) 336-5979//Email: apaaccred@apa.org/
www.apa.org/ed/accreditation

Counseling and School Psychology Clinic.

The Department of Educational Psychology includes the UNL Counseling and School Psychology Clinic, which is used extensively by program students during practicum experiences. The Clinic is located on the lower level of Teachers College Hall and includes individual and group treatment rooms, one-way glass observation rooms, a range of digitized recording equipment, standardized tests, and play therapy materials for children. A wide array of services are offered by students and faculty in the Clinic, including consultation, assessment, and therapy for children and their families. All student services are provided under the direct supervision of licensed psychologists and advanced doctoral students.

Nebraska Center for Research on Children, Youth, Families and Schools.

The Nebraska Center for Research on CYFS (www.cyfs.unl.edu) is an interdisciplinary center identified and supported in part as a University of Nebraska Program of Excellence. Its mission is to advance the conduct of high-quality interdisciplinary research to promote the intellectual, behavioral, and social-emotional development and functioning of individuals across educational, familial, and community contexts, including an understanding of how these complex systems work together to support the future of our nation. CYFS supports an important collaborative research culture in the College and throughout the University of Nebraska system through its support of research development and grantsmanship, from conceptualization to implementation and evaluation. Graduate students are highly involved in research housed in the Center through graduate assistantships on federal grant projects, involvement in grant writing seminars, and assistance with research and grant submissions. On average, 70 graduate and undergraduate students actively participate in CYFS research each year, including participation on paid research assistantships and completion of grant writing experiences.

Buros Center for Testing.

The Buros Center for Testing is also affiliated with the Department of Educational Psychology and is located on the lower level of Teachers College Hall. It includes the Buros Institute of Mental Measurements (BIMM) and the Buros Institute for Assessment Consultation and Outreach (BIACO). BIMM publishes world renowned reviews of psychological tests and measurements, available on the center website or in the *Mental Measurement Yearbook* and *Tests in Print*. The Institute also provides access to the Oscar K. Buros Memorial Library, which contains one of the largest collections of commercially available tests in the world. BIACO provides expert consultation to local and state education agencies, as well as other entities, on the development and effective use of tests and measures in evaluation.

Diversity and Ethnic Minority Affairs Committee.

One of the most important departmental committees is DEMAC, the Ethnic Minority Affairs Committee. Formed in 1972, DEMAC is an ongoing, ever-changing team of ethnic minority, international, and majority students and faculty with a shared interest in diversity and multiculturalism. Although DEMAC contributes each year to the recruitment of high quality students of color for all programs in the department, its primary function is to serve as a support network once students arrive on campus and begin their studies. Related activities include, but are not limited to, political activism and advocacy, explorations of cultural heritage, and joint research projects. Ethnic minority and international applicants have the option of requesting that their admission materials be reviewed by DEMAC by giving their consent on the departmental application form.

COLLEGE OF EDUCATION AND HUMAN SCIENCES

The Department of Educational Psychology is one of seven departments housed within the College of Education and Human Sciences. Other CEHS departments are Teaching, Learning, and Teacher Education; Educational Administration; Special Education and Communication Disorders; Child, Youth, and Family Studies; Nutrition and Health Sciences; and Textiles, Clothing and Design.

UNIVERSITY OF NEBRASKA-LINCOLN AND SURROUNDING COMMUNITY

The University of Nebraska-Lincoln is the largest and most comprehensive of four University of Nebraska campuses, the first university west of the Mississippi to formally establish a graduate college, and the primary site for graduate education in the state of Nebraska. UNL offers over 150 undergraduate majors and nearly 120 graduate programs. With over 24,000 students, the UNL campus is situated in Lincoln, the state capitol of Nebraska and home to approximately 265,000 residents and consistently ranked one of the top place to live and work. Lincoln is a friendly, tree-lined Midwestern city with exceptional cultural and recreational facilities such as the Lied Center for Performing Arts, the Sheldon Art Gallery, the International Quilt Study Center and, the National Roller Skating museum, the Nebraska Cornhusker athletic teams, as well as four other undergraduate colleges. Lincoln provides a supportive and enjoyable environment for students to focus on their education while being able to enjoy inexpensive cultural, art, and athletic activities. Additionally, Lincoln is a 1-hour drive from Omaha, NE and 2 ½ hours Kansas City, both metropolitan areas with many cultural, art, and athletic activities. For skiing enthusiasts, there are over 90 miles of cross-country trails in Lincoln and an 8-hour drive to ski resorts in Colorado. Interested individuals can find more information about Lincoln, NE, at <http://www.lincoln.org/>

The School Psychology Program enjoys strong, positive relationships with the Lincoln Public Schools and other school districts throughout the state, as well as a number of important community agencies (e.g., Girls and Boys Town, Lincoln Juvenile Detention Facility, Lincoln Catholic Social Services, Nebraska RTI Consortium, Munroe-Meyer Institute for Genetics and Rehabilitation, Omaha Children’s Hospital). In addition, faculty and students in the program sponsor frequent continuing professional development experiences for practicing school psychologists throughout the state.

2: SCHOOL PSYCHOLOGY CURRICULUM

The UNL School Psychology Program includes six primary curricular components: (a) Psychology Breadth Requirements; (b) Scientific, Methodological, and Theoretical Foundations of Practice; (c) Cultural and Individual Diversity; (d) School Psychology Professional Practice Requirements; (e) Practica; and (f) Internship. Students in both the Ed.S. and Ph.D. programs are required to complete courses and experiences in each of these six program components. Of course, requirements for Doctoral students are more extensive. Each of the six primary curricula components is described briefly below, along with a list of relevant and required courses.

ACADEMIC PREPARATION

The program has no mandatory prerequisite requirements. In the event that any student enters the program with insufficient prior experiences in psychology or education, the student and his or her advisor will create an individual plan for prerequisite study as part of the student’s larger plan of study in the program.

SCHOOL PSYCHOLOGY PROFESSIONAL PRACTICE REQUIREMENTS

Consistent with the diverse roles of school psychologists, our program provides students with a broad range of professional training. Extensive work in the areas of assessment, intervention, and consultation prepares graduates to work effectively in diverse service delivery settings. Knowledge gained in other related areas of study provides an interdisciplinary context within which school psychological services can be understood in relationship to other human service professions.

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

- EDPS 867 Ethical and Professional Practice in School Psychology
- EDPS 869 Developmental Psychopathology

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| EDPS 950 | Intellectual Assessment |
| EDPS 951 | Academic and Behavioral Assessment |
| EDPS 952 | Systems of Consultation in School Psychology |
| EDPS 954 | School Mental Health and Behavioral Interventions |
| SPED | Students must complete a minimum of 6 credits in Special Education |

PSYCHOLOGY BREADTH REQUIREMENTS

Whether employed in school or other applied settings, graduates of the UNL School Psychology program must be knowledgeable, professional psychologists before they can be effective school psychologists. To build an appropriate base of knowledge, each student is required to complete advanced psychology course work that addresses the breadth of scientific psychology, its history of thought and development, its research methods, and its applications.

Biological aspects of behavior

PH.D. STUDENTS ARE REQUIRED TO TAKE THE FOLLOWING COURSE

PSY 904 ProSeminar in Physiological Psychology

Cognitive aspects of behavior

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 854 Human Cognition and Instruction

EDPS 950 Intellectual Assessment

Affective aspects of behavior

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 869 Developmental Psychopathology

EDPS 951 Academic and Behavioral Assessment

PSY 862 Motivation and Emotion

Social aspects of behavior

PH.D. STUDENTS ARE REQUIRED TO TAKE THE FOLLOWING COURSE

PSYC 906 Proseminar in Social Psychology

History and systems of psychology

PH.D. STUDENTS ARE REQUIRED TO TAKE ONE OF THE FOLLOWING COURSES

EDPS 987H History and Systems of Psychology

PSY 910 History and Philosophy of Psychology

Psychological measurement

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 870 Introduction to Educational and Psychological Measurement

Research methodology

REQUIRED FOR STUDENTS IN THE ED.S. PROGRAM

- EDPS 859 Statistical Methods
- EDPS 996A Research Other Than Thesis (minimum 6 credits)
- REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS
- EDPS 900B Single-Case/Small N Research Methods
- REQUIRED FOR STUDENTS IN THE PH.D. PROGRAM
- EDPS 800 Foundations of Educational Research
- EDPS 995 Doctoral Seminar (minimum 12 credits)
- EDPS 999 Dissertation (minimum 12 credits)

Techniques of data analysis

Depending on a student's area of research, it may be necessary to take courses above and beyond those required to be adequately prepared to meet research requirements. Students should work closely with their advisors to choose courses that will support them in their research.

REQUIRED FOR STUDENTS IN THE PH.D. PROGRAM

- EDPS 941 Intermediate Statistics: Experimental Methods
- EDPS 942 Intermediate Statistics: Correlational Methods

OTHER COURSES THAT MAY BE COMPLETED BY STUDENTS IN THE PH.D. PROGRAM

- EDPS 971 Structural Equation Modeling
- EDPS 972 Multivariate Analysis
- EDPS 987H Multilevel Modeling
- EDPS 935 Seminar in Qualitative Research
- PSYC 944 Multilevel Models for Longitudinal Data

Individual differences in behavior

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

- EDPS 863 Introduction to Applied Behavior Analysis
- EDPS 869 Developmental Psychopathology
- EDPS 950 Intellectual Assessment
- EDPS 951 Academic and Behavioral Assessment
- EDPS 854 Human Cognition and Instruction

Human development

ED.S. STUDENTS ARE REQUIRED TO TAKE ONE OF THE FOLLOWING COURSES

- EDPS 850 Child Psychology
- EDPS 851 Psychology of Adolescence
- EDPS 991 Lifespan Development
- PSY 921 Seminar on Lifespan Development

PH.D. STUDENTS ARE REQUIRED TO TAKE ONE OF THE FOLLOWING COURSES

- EDPS 991 Lifespan Development
- PSY 921 Seminar on Lifespan Development

Psychopathology

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 869 Developmental Psychopathology

Professional standards and ethics

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 867 Ethical and Professional Practice in School Psychology

PROFESSIONAL SUPERVISION REQUIREMENT

REQUIRED FOR STUDENTS IN THE PH.D. PROGRAM ONLY

PSYC 922 Clinical Supervision and Consultation

CULTURAL AND INDIVIDUAL DIVERSITY

While professional issues relating to cultural and individual diversity are infused throughout all aspects of the program (including courses, practicum, and internship requirements), students are expected to take at least one course on this topic. To accommodate scheduling conflicts, EdS students may need to substitute another class for one of the classes listed below. Before doing so, consult with your advisor. Consistent with the rules of the Nebraska Department of Education, this course must be an approved human relations course. A list of approved human relations courses can be found on the department website (<http://www.education.ne.gov/tcert/pdfs/Approved%20HRT.pdf>).

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 868 Multicultural Counseling Psychology

PRACTICA

Didactic course work is complemented through practica which are integrated throughout the program. Practicum experiences take place in our Counseling and School Psychology Clinic (CSPC), as well as a wide array of local school, community and clinic settings. All CSPC rooms are equipped with a one-way mirror and full video capabilities, providing faculty and students alike with excellent opportunities for the direct observation of clinical sessions. A full range of psychological and educational instrumentation is also available, along with a play therapy room for working with young children. In local schools, student involvement includes, but is not limited to participating in prereferral intervention and multidisciplinary team meetings, conducting a broad range of psychological assessments, counseling individual students and small groups, constructing and implementing prevention programs, carrying out applied intervention research projects, and meeting the special needs of school personnel.

Both the CSPC and local school placements provide opportunities to apply knowledge gained in prior course work to real world settings while under the close supervision of faculty and advanced doctoral students. During practica, students develop and refine skills in ecological-behavioral assessment and intervention procedures, including both direct (e.g., child therapy, classroom intervention) and indirect (e.g., parent training, consultation with teachers and families) services. Practicum experiences for doctoral students also include additional experiences devoted specifically to developing skills in: (a) child and adolescent therapy, (b) consultation, (c) community-based practice, and (d) supervision of school psychological services. Practica are a crucial component of the School Psychology Program and operationalize the scientist-practitioner model for students as they experience the interface between theory, empirical research, and practice.

Students are responsible for documenting their practicum hours. The specific format required for documenting and reporting hours may differ from one practicum to the next. Ph.D. students are strongly advised to track and

record their practicum through MyPsychTrack (available at <http://mypsychtrack.com/>). There is a subscription fee. This service allows you to upload your hours directly to the APPIC website during the internship application process. Students will also be expected to subscribe to LiveText (see p. 37) so that Instructors can monitor students' performance on key competencies. Ph.D. students are encouraged to log onto the APPIC website (www.appic.org) early in their program of study, and examine the internship application to ensure that their practicum records provide sufficient information to complete the APPIC internship application in their 5th year. Doctoral students must have at least 600 hours of supervised experience in schools before internship to meet NASP doctoral program requirements.

Ed.S. students are required to complete 8 graduate semester hours of EDPS 981: School Practice in School Psychology. Doctoral students are required to complete 8 graduate semester hours of EDPS 981 in their 2nd year, complete 8 graduate semester hours of EDPS 982: Clinical Practice in School Psychology in their 3rd year, and complete 8 graduate semester hours of EDPS 983: Community Practice in School Psychology in their 4th year. Doctoral students have the option of repeating any practicum experience in their 5th year or enrolling in the Supervision in School Psychology practicum. Supervision in School Psychology (EDPS 997K) is an optional practicum experience for Ph.D. students and provides students with hands-on supervision experience. Ph.D. students may decide to complete this practicum depending upon their future goals and to increase their supervision experience prior to the doctoral internship. EDPS 997K can be taken for variable credit hours, depending on the student's supervision load. Consult the Instructor to determine how many credit hours should be taken.

Ph.D. students in the Community Practice in School Psychology practicum are required to spend 10 hours per week for two semesters in a setting outside of the program. In previous years, students have completed this experience at Omaha Children's Hospital; the Nebraska Research Center for Children, Youth, Families, and Schools; local school districts; the Munroe-Meyer Institute; Boys Town; and the Lincoln Juvenile Detention Facility. The purpose of Community Practice in School Psychology is for students to gain additional experiences in a desired location to further their graduate training.

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS

EDPS 981 School Practice in School Psychology (8 credits)

REQUIRED FOR STUDENTS IN THE PH.D. PROGRAM (8 CREDITS EACH)

EDPS 982 Clinical Practice in School Psychology

EDPS 983 Community Practice in School Psychology

OPTIONAL FOR STUDENTS IN THE PH.D. PROGRAM (VARIABLE CREDITS)

EDPS 997K Supervision in School Psychology

INTERNSHIP

All students must complete one year of internship as the culminating experience in their program. While this is normally done on a full-time basis, half-time internships are also possible. Ed.S. students must complete a minimum of 1,500 clock hours (a full nine-month school year) of internship, while Ph.D. students must complete a minimum of 2,000 clock hours (a full calendar year) of internship. All internships are supervised by both university faculty and a site-based psychologist. If a Ph.D. student completes a clinical internship, they must have at least 600 hours of supervised experience in schools before internship to meet NASP doctoral program requirements. Students who complete their internship on a part-time basis must complete all internship requirements within 24 months. **Students must complete all practicum requirements before they may**

begin internship. Doctoral students must successfully pass their comprehensive examination and have proposed their dissertation by October 31st before applying for an internship.

Consistent with the goal of providing students with an opportunity to synthesize and integrate the knowledge and skills acquired in prior course work, the internship stresses a broad range of experiences across the full spectrum of school psychological services. Additional information regarding school psychology internships is provided in a pre-internship meeting that occurs at during each spring semester. Students may not complete their internship in a setting in which they are currently employed unless appropriate arrangements are made to ensure that both the duties and supervisors for the student have both been changed.

Registering for internship credit:

Students in the Ed.S. program register for credit (EDPS 958A) during the fall, spring, and summer sessions of their internship year. They may register for a minimum of 1 credit per semester, but they must have completed at least 66 credit hours to graduate. Thus, students can register for a variable number of internship hours, but they must not fall below the minimum number of credits necessary to graduate for the Ed.S. degree (66 credits). Students in the Ph.D. program register for credit (EDPS 959) during the second summer 5-week session (1 credit), fall (1 credit), spring (1 credit), and first summer 5-week session (1 credit) of their internship year. Students must be continuously registered for internship credits until they successfully complete their internship experience. All internships must be completed within a 2-year time frame. Failure to do so will result in failing the internship and termination from the graduate training program.

School psychology students have successfully obtained nationally recognized, high quality internships. In recent years, UNL students have completed internships with:

- The Devereux Institute of Clinical Training and Research in Philadelphia
- Illinois School Psychology Internship Consortium
- Kennedy Krieger Institute, John's Hopkins School of Medicine in Baltimore
- Nebraska Internship Consortium in Professional Practice (NICPP)
- Oregon Health and Sciences University
- Sara Reed Hospital in Pennsylvania
- St. Jude Children's Hospital in Tennessee
- University of New Mexico Health Sciences Center
- Family Service & Guidance Center (Topeka, KS)
- University of Florida Multidisciplinary Center

PROVISIONAL LICENSURE IN NEBRASKA

In the state of Nebraska, doctoral interns are required by internship sites to hold a provisional license from the state. In addition, a doctoral student who has finished internship but has not defended his or her dissertation (i.e., has not graduated) cannot practice in clinical settings without being a Provisionally Licensed Mental Health Practitioner (PLMHP). Discuss this issue with your advisor early in your program. Doctoral students are strongly encouraged to obtain the PLMHP while they are in the program. Students are eligible for this provisional license after their second year and a Master's degree is required for this credential. After finishing the Master's degree, the student needs to apply and find a faculty supervisor to accrue supervised hours. Students coming in with a master's degree should check with the Nebraska Department of Health and Human Services early to determine whether their Master's degree qualifies for the credential. If it does not qualify, the student will need to obtain a Master's degree at UNL. More information regarding the PLMHP can be found here: http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_mental_lmhprequire.aspx.

All graduates of the PhD program are strongly encouraged to apply for psychology licensure. Typically students complete this process during their postdoctoral year. For more information about licensure requirements for all US states, visit the ASPPB website (www.asppb.net/).

COMPREHENSIVE EXAMS

Both Ed.S. and Ph.D. students are required to take the NTE Praxis I and II exams in school psychology as part of their comprehensive exam. The Program Director must be provided with documentation of students' successful completion of the NTE Praxis Examination with scores that meet the most recent NASP criteria for National Certification in School Psychology. **It is the student's responsibility to email a copy of these scores for the Program Director.**

For Ed.S. students this exam constitutes one part of their comprehensive exam for the Ed.S. degree. The second part of the Ed.S. comprehensive exam is an oral defense of the student's Ed.S. project that is judged to be passing by the Ed.S. supervisory committee. Two weeks prior to the oral defense, the student must provide the committee with a written description of the Ed.S. project, which will generally be about 10 to 12 pages in length (double-spaced and in APA Publication Style format). The description should include a rationale for the project (framed by the broader school psychology literature), procedures, results, and implications.

Ph.D. students who have completed the substantial portion of their studies in the doctoral program must complete and pass a written comprehensive examination. The NTE Praxis II examination in school psychology constitutes one part of the Comprehensive Exam. The remainder of the Ph.D. Comprehensive Exam involves a written portion. During the initial meeting of a student's doctoral supervisory committee, the committee members will learn more about the student's research interests/career goals and a comprehensive exam timeline will be prepared. In addition, the comprehensive exam format will be discussed with the student and all committee members.

For the Ph.D. comprehensive exams, committee members will submit three comprehensive exam questions that will require the student to review, synthesize, and integrate the professional literature in school psychology in areas that the committee members consider to be appropriate for the student. Typically, students will have two weeks per question to prepare and submit their response. Responses are submitted in paper copy and via email to the committee chair. Each student's Ph.D. comprehensive exam will incorporate elements demonstrating the student's (a) mastery of empirical methods, (b) skill in constructing and defining a theoretical or conceptual framework, and (c) mastery over a defined literature base in school psychology. The exam items are constructed by the doctoral advisory committee and the completion timeline is arranged with the advisor. After passing the comprehensive exams, it is the student's responsibility to file an Application for Admission to Candidacy with the Office of Graduate Studies. Doctoral students cannot advance to candidacy until they have satisfied both components of their comprehensive exam requirements (i.e., the written requirement and Praxis II).

THE Ed.S. PROJECT (Ed.S. STUDENTS ONLY)

Ed.S. students are required to complete a data-based project as an example of their ability to (a) apply the principles of research to solve real problems of practice; and (b) use data collection, analysis, and theory-based inference in evidence-based practice. There are four options for this data-based project:

1. a data-based case study that involves assessment, consultation, and/or intervention;
2. a planned systematic study;
3. involvement in faculty research by taking responsibility for a substantive activity; or
4. involvement in a data-based project of a practicum on-site supervisor.

Students work closely with their advisors to choose an appropriate project and conduct a project that is approved by their Ed.S. Supervisory Committee. Students must register for 6 credit hours (3 per semester)

under EDPS 996A in partial fulfillment of this requirement. If a student does not complete the Ed.S. project before finishing internship (and therefore graduating on time), he or she must register continuously for credits (EDPS 996A: Research Other Than Thesis) until the Ed.S. Project has been successfully completed. Additionally, at the culmination of the Ed.S. internship, all students must complete an Ed.S. internship portfolio that is described in the internship syllabus.

THE Ed.S. SEMINAR (Ed.S. STUDENTS ONLY)

Beginning in the first year, Ed.S. students are required to attend periodic professional development meetings to prepare them for internship and beyond. The purpose of these seminars will be to deal with topics unique to Ed.S. students (e.g., looking for and applying for school-based internships). Dates will be established by program faculty at the beginning of each school year.

SAMPLE PROGRAMS

Below is a listing of sample Ph.D. and Ed.S. programs. While these programs provide students with broad guides regarding course work and timelines, each student's individual program may vary from these samples depending on her/his particular training goals and academic needs. It is essential that students consult with their advisor regarding course enrollment.

SAMPLE DOCTORAL PROGRAM

YEAR ONE (Knowledge in School Psychology)

Fall Semester

EDPS 867: Ethical and Professional
Practice in School Psychology
EDPS 863: Human Behavior Analysis
EDPS 950: Intellectual Assessment
PRAXIS I-PPST

Spring Semester

EDPS 952: Systems of Consultation in
School Psychology
EDPS 951: Academic and Behavioral
Assessment
EDPS 869: Developmental
Psychopathology

Summer Semester

EDPS 954: School Mental Health and
Behavioral Interventions
EDPS 870: Introduction to Educational
and Psychological
Measurement

YEAR TWO (Application of School Psychology Knowledge and Research Methods Training)

EDPS 981: School Practice in School
Psychology
EDPS 942: Intermediate Statistics –
Correlational Methods
EDPS 900B: Single-Case Research Design

EDPS 981: School Practice in School
Psychology
EDPS 941: Intermediate Statistics –
Experimental Methods
EDPS 800: Foundations of Educational
Research
Lifespan Development (or in summer if
offered)

SPED Elective

PRAXIS–II
EDPS Master’s Exam
Apply for PLMHP

YEAR THREE (Clinical Training, Research, and Breadth Coursework)

Fall Semester

EDPS 982: Clinical Practice in School
Psychology
EDPS 995: Doctoral Seminar
EDPS 868: Multicultural Counseling
Psychology
EDPS 854: Human Cognition &
Instruction

Spring Semester

EDPS 982: Clinical Practice in School
Psychology
EDPS 995 : Doctoral Seminar
PSY 906: ProSeminar in Social Psychology
SPED Elective

Summer Semester

PhD Comprehensive Exams

YEAR FOUR (Clinical Training, Research, and Breadth Coursework)

EDPS 983: Community Practice in School
Psychology
EDPS 995: Doctoral Seminar
PSY 904: ProSeminar in Physiological
Psychology

EDPS 983: Community Practice in School
Psychology
EDPS 995: Doctoral Seminar
PSY 922: Clinical Supervision & Consultation
PSY 862 Motivation and Emotion

EDPS 999: Dissertation
History and Systems of Psychology
Requirement

YEAR FIVE (Advanced Research Training)

EDPS 999: Dissertation

EDPS 999: Dissertation

EDPS 999: Dissertation
EDPS 959: Internship (2 credits)

YEAR SIX (internship)

EDPS 959: Internship

EDPS 959: Internship

EDPS 959: Internship

***Please note that this is a *sample* program. Consult with your program advisor as you make course decisions.

SAMPLE Ed.S. PROGRAM

YEAR ONE

Fall Semester

EDPS 867: Ethical and Professional
Practice in School Psychology
EDPS 863: Human Behavior Analysis
EDPS 950: Intellectual Assessment
SPED Elective
PRAXIS I-PPST

Spring Semester

EDPS 952: Systems of Consultation in
School Psychology
EDPS 951: Academic and Behavioral
Assessment
EDPS 869: Developmental
Psychopathology
Human Development Requirement

Summer Semester

EDPS 954: Interventions in School
Psychology
SPED Elective

YEAR TWO

EDPS 981: School Practice in School
Psychology
EDPS 859: Statistical Methods
EDPS 900B: Single-Case Research Design
Multicultural Requirement

EDPS 981: School Practice in School
Psychology
EDPS 996A: Research Other Than Thesis
EDPS 854: Human Cognition and
Instruction
EDPS 870: Introduction to Educational
and Psychological
Measurement

YEAR THREE

EDPS 958A: Internship

EDPS 958A: Internship
EDPS 996A: Research Other Than Thesis

EDPS 958A: Internship

***Please note that this is a *sample* program. Consult with your program advisor as you make course decisions.

THE MASTER'S DEGREE

Students in the Ph.D. program should apply for a Master's Degree in Educational Psychology. The Master's Degree is necessary before applying for the Licensed Mental Health Practitioner and Psychological Assistant credentials, which in turn may be necessary for some supervised clinical experiences later in their program (see statement about post-internship and post-doctoral work in Nebraska). The comprehensive exam for the Master's Degree is offered through the Educational Psychology department and students should complete the Behavioral Learning, Measurement, and Development sections of the exam. More information can be found here: <http://cehs.unl.edu/edpsych/masters-comprehensive-exam>. Ed.S. students who are interested in obtaining licensure at the Master's level may also apply for the Master's degree. Please consult your advisor if you are interested in this option.

NEBRASKA CERTIFICATION IN SCHOOL PSYCHOLOGY

The Nebraska Department of Education requires that graduates of school psychology pass the Praxis I Series – Core Academic Skills (Reading, Writing, and Mathematics). The Praxis I is a computer delivered test (use code 5750 to register for all three areas in one administration) which must be completed by all students during their first semester in the program. More information about the test can be found at <http://www.ets.org/praxis>. Nebraska requirements can be found at <http://www.ets.org/praxis/ne/requirements>. Information about preparing for the exam can be found at <http://www.ets.org/praxis/prepare/materials>.

BENCHMARKS FOR THE PH.D. DEGREE IN SCHOOL PSYCHOLOGY

The UNL Graduate Bulletin and the UNL Educational Psychology Graduate Student Handbook contain additional information regarding graduate study at UNL. Forms can be found at <http://www.unl.edu/gradstudies/current/degrees/doctoral>. You are responsible for knowing what is in these documents.

| Time | Tasks and Resources |
|-----------------------------------|--|
| Prior to 1 st semester | <p>Prior to arriving at UNL you will be assigned to an advisor. Meet with your advisor before the start of the first semester to choose courses and discuss whether any of the program requirements have already been met. Be sure to read this handbook thoroughly.</p> <ul style="list-style-type: none"> • Program Handbook |
| Year 1 Fall | <p>Map out your program plan of study with your advisor.</p> <ul style="list-style-type: none"> • Advising Guide |
| Year 1 Fall | <p>Pass the Praxis I Series – Core Academic Skills</p> <ul style="list-style-type: none"> • http://www.ets.org/praxishttp://www.ets.org/praxis/ne/requirements • http://www.ets.org/praxis/prepare/materials |
| Year 1 Spring | <p>Complete the Memorandum of Courses for a Master’s degree</p> <ul style="list-style-type: none"> • Talk with Allison Jones (TEAC 114) • http://www.unl.edu/gradstudies/current/degrees/masters |
| Year 2 Spring or Summer | <p>Take the Educational Psychology Master’s exam</p> <ul style="list-style-type: none"> • http://cehs.unl.edu/edpsych/masters-comprehensive-exam |
| Year 2 Summer | <p>Apply for the Master’s degree (usually due early June)</p> <ul style="list-style-type: none"> • http://www.unl.edu/gradstudies/current/degrees/masters |
| Year 3 Fall | <p>Apply for the PLMHP after receiving a master’s degree</p> <ul style="list-style-type: none"> • http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_mental_lmhprequire.aspx |
| Year 3 Fall/Spring | <p>Form your Doctoral Supervisory Committee during your third year of study. During this meeting you will also present your Ph.D. program of studies to your committee for review and approval. This should be done with at least 45 credits remaining in your Ph.D. program. In the committee meeting, students are to present a written program of studies (using the Graduate School form), the program’s doctoral studies planning document, and your vita.</p> <ul style="list-style-type: none"> • http://www.unl.edu/gradstudies/current/Doctoral-SupCommittee.pdf • http://www.unl.edu/gradstudies/current/Doctoral-Program.pdf |
| Year 3 | <p>Take the NTE Praxis II Exam in school psychology during year three of your program. Students are required to take the Praxis II Exam prior to beginning their comprehensive exams in the Ph.D. program. Score summary sheets (3 pages) need to be submitted directly to the Program Director before advancing to candidacy.</p> <ul style="list-style-type: none"> • See the Blackboard school psychology program page for resources |
| Year 3 Summer | <p>Complete the written comprehensive exam before the Spring Semester of the fourth year</p> |
| Year 4 Fall or Spring | <p>Upon successfully completing the Comprehensive Exam and core coursework, students are admitted to doctoral candidacy. File for Admission to Candidacy with the Graduate College. Students must be advanced to candidacy prior to beginning work on their dissertation. Students have 8 years from the time their program was approved to complete degree requirements.</p> |

| Time | Tasks and Resources |
|-------------------------------------|--|
| | <ul style="list-style-type: none"> • http://www.unl.edu/gradstudies/current/Doctoral-Candidacy.pdf |
| Year 4 Spring/ Year 5 Fall | <p>Successfully present your dissertation proposal to your Doctoral Supervisory Committee. The proposal must be submitted to the committee members at least 2 weeks before the committee meeting. As a rule, Doctoral Supervisory Committees will not be available to meet for dissertation proposals during June, July, and August. You must propose your dissertation prior to October 31st to apply for internship.</p> |
| Year 5 October | <p>The APPIC Application for Professional Psychology Internship (APPI) Part 2 is the section of your internship application which requires verification of your readiness for internship from the Director of Clinical Training (Program Director). Complete the Doctoral Program Information, Summary of Practicum Experience, and Anticipated Practicum Experience.</p> <ul style="list-style-type: none"> • http://www.appic.org/ |
| Year 5 Fall | <p>Complete your internship applications in the fall semester of the year prior to your internship year. Have your advisor send a memo to the Program Director indicating that you have proposed your dissertation <u>before</u> requesting that the Program Director complete the remainder of your application, and include a brief memo written by you and your advisor that specifies your strengths and weaknesses.</p> <p>Applications deadlines to APA-accredited internship programs vary and it will be up to you to research the deadline dates for those programs to which you wish to apply. You are strongly encouraged to apply to multiple APA-accredited internship sites across the country.</p> <ul style="list-style-type: none"> • http://www.appic.org/ |
| Year 6 (by the end of May) | <p>Submit the Application for Final Oral Examination at least 3 weeks before the defense date.</p> <ul style="list-style-type: none"> • http://www.unl.edu/gradstudies/current/Doctoral-FinalOral.pdf <p>Complete your dissertation and pass your oral defense of your dissertation. As a rule, Doctoral Supervisory Committees will not be available to meet for dissertation defenses during June, July, and August. Once the draft is approved by your advisor, allow 2 weeks for a dissertation to be reviewed by readers. The Oral Defense of the Dissertation will not be scheduled until readers have approved the dissertation draft. Then, submit your proposal to your entire committee and allow 3 weeks before meeting for final oral defense of the dissertation.</p> <p>Note that students wishing to present research results from an undefended dissertation as a part of a job interview or a conference presentation prior to graduating must work with (and under the supervision of) their advisor before they can present the data elsewhere.</p> <p>After successfully defending your dissertation, submit the Application for Degree.</p> <ul style="list-style-type: none"> • http://www.unl.edu/regrec/resources/forms/DEGRAPPNEW.pdf |
| Year 6 August | Graduation! |

BENCHMARKS FOR THE ED.S. DEGREE IN SCHOOL PSYCHOLOGY

The UNL Graduate Bulletin and the UNL Educational Psychology Graduate Student Handbook contain additional information regarding graduate study at UNL. Forms can be found at <http://www.unl.edu/gradstudies/current/degrees/specialist> You are responsible for knowing what is in these documents.

| <u>Time</u> | <u>Task</u> | <u>Resources</u> |
|--------------------|--|---|
| | Prior to arriving at UNL you will be assigned to an advisor. Meet with your advisor before the start of the first semester to choose courses and discuss whether any of the program requirements have already been met. Be sure to read this handbook thoroughly. | Program Handbook |
| Year 1 Fall | Map out your program plan of studies with your advisor during your first semester. | Advising Guide (from your program advisor) |
| Year 1 Fall | Pass the Praxis I - PPST | http://www.ets.org/praxis/about/praxisi/ http://www.ets.org/praxis/about/praxisi/content http://www.ets.org/praxis/prepare/materials |
| Year 1 Spring | Form your Ed.S. Supervisory Committee in the second semester of your Ed.S. program. The committee consists of three faculty: (a) your advisor (chair of the committee), (b) another school psychology faculty member, and (c) a faculty member from the Department of Educational Psychology or another department who is not in the School Psychology | http://www.unl.edu/gradstudies/current/Specialist-SupCommittee.pdf http://www.unl.edu/gradstudies/current/Specialist-Program.pdf |

| Time | Task | Resources |
|-----------------------|--|---|
| | Program. In this meeting, you will present your Ed.S. program to your Ed.S. Committee for review and approval. Then, file your approved Ed.S. program with the Graduate College midway through your coursework. | |
| Year 2 Fall/Spring | Apply for internships in the year prior to your internship year. It is recommended that you begin contacting potential internship sites early in the fall semester. Application deadlines for Ed.S. internship sites vary widely. You are strongly encouraged to apply to multiple internship sites. | Meeting with Dr. Swearer in the Spring of Year 1. |
| Year 2 | Complete your Ed.S. Project. | |
| Year 2 Summer | Take the NTE Praxis II Exam in school psychology during year 3 of your program. Students are required to take the Praxis II Exam prior to beginning their internship. Score summary sheets (3 pages) need to be submitted directly to the Program Director. | See the Blackboard school psychology program page for resources |
| Year 3 | Present your defense of your | |

| Time | Task | Resources |
|----------------------------|---|--|
| | EdS project to your Supervisory Committee. | |
| Year 3 | Complete your Ed.S. internship, which runs a full school year. It may be completed half-time over a two-year period. Complete and submit your Ed.S. internship portfolio. | |
| Year 3 Prior to June | Submit the Application for Degree and the Final Report to Graduate Studies | http://www.unl.edu/regrec/resources/forms/DEGRAPPNEW.pdf http://www.unl.edu/gradstudies/current/Specialist-FinalReport.pdf |
| Year 3 August | Graduation!! | |

3: ACADEMIC ADVISING

Once accepted into the program, students are assigned a school psychology faculty as an academic advisor. The advisor knows the university well and is available to students whenever they face problems of a professional nature. With their advisor, students will develop a plan of study that describes the courses that they will take and the sequence of courses. Most students also develop a close, supportive relationship with their advisor.

It is critical that students meet with their advisor at the beginning of their first semester. The specialist and doctoral programs in school psychology are highly structured. Only by staying in close touch with their advisor will students be certain that they are taking courses in their proper sequence. Taking courses out of their proper sequence may lengthen your program by a year or more. Advisors will also assist students in determining which, if any, required courses they may waive as a result of prior graduate preparation, and whether there are additional courses not required in the curriculum that will help them professionally.

CHANGING ADVISORS

Prior to entering the program, all students are assigned an advisor based on the perceived compatibility of faculty and student research interests. In most cases, this advisor-student pairing is successful, but divergent interests between students and advisors are sometimes revealed after the student has spent time in the program. The following process outlines how students should proceed with determining the advisor who will see them through to graduation as the Chair of their doctoral or Ed.S. committee:

Step 1: Be an active member of your advisor's research group and talk with him or her throughout the year. At a minimum, you should formally schedule an appointment and meet

with your advisor three times during the year. It is recommended that you meet with your advisor prior to beginning coursework, in October/November, and in March. During these meetings, talk with your advisor about your career goals, your program plan, and your research interests. Towards the end of your first year, schedule a meeting with your advisor to discuss whether your current advisor is the best fit for you or whether another advisor might be more suitable.

Step 2: If you would like to explore other possibilities, visit the research team meetings of other School Psychology faculty. Let your advisor know of your plans to do so.

Step 3: If you decide that you would like to pursue another advisor and this has been discussed with your current advisor, talk to the potential advisor about their willingness to become your advisor.

Step 4: If at any point in this process you would like to consult with the Program Director, schedule an appointment to do so. The Program Director can provide further assistance as you go through this process.

In some cases, advisor changes may occur after the student's first year in the program. Requests to change advisors should be initiated by the student and should be discussed with the Program Director. Impact on the student's graduation timeline must be considered. Discussing the change with both your current advisor and the prospective advisor are necessary steps. It will be important to articulate a strong reason for the request, while ensuring that the prospective advisor has room for a new advisee and examining the consequences that the change might have for the student's program of study. In the event that a student's supervisory committee has already been appointed by the Graduate School, a change in advisor will require that a form be completed (see <http://www.unl.edu/gradstudies/current/Doctoral-SupCommitteeChange.pdf>), signed by the student's current advisor and the department Graduate Committee Chair, and forwarded to the Graduate School.

COURSE WAIVER REQUESTS

Students in the School Psychology program may request that a course requirement be waived for their program if:

1. The student has successfully completed a very similar course and can document that the course content was essentially the same as the course required for the School Psychology program;
2. The course was for graduate credit; and
3. The student earned a grade of B or better in the course.

To apply for a course waiver, students complete the Course Waiver form posted on the program's Blackboard community site, and attach some or all of the following documentation of the content of the previously taken course, and of the student's mastery of that content:

1. The syllabus for the course
2. The title page and table of contents of the text book used in the course
3. Examples of work completed as part of the course
4. Examples of work completed since the course that demonstrates continued mastery of the skills and knowledge

The waiver form and accompanying information should be given to the student's advisor. If the advisor approves the waiver, it is then given to a professor who teaches the course for consideration. In some cases, the course professor may ask a student to document knowledge of the course content by completing a special project or the final examination for the course. In other cases, either the advisor or the course instructor will decide not to grant the waiver. The final waiver must be signed by both the advisor and the faculty member who teaches the course in order to be approved. Copies of all approved waivers should be kept in the student's personal records, as they will not appear on the official transcript.

Not all requests for course waivers are approved. Some courses must be completed at the University of Nebraska. Requests are only approved when it has been documented, to the advisor's and faculty's satisfaction, that all course content has been reviewed and mastered.

ANNUAL STUDENT REVIEW and MINIMAL LEVELS OF EXPECTED ACHIEVEMENT

The program faculty conducts an Annual Student Review during the spring of each academic year to ensure that all students are making adequate progress in the program. Students receive a feedback letter from the Program Director that reflects the overall feedback of the school psychology faculty. Students who have deficiencies in one or more of the criteria for satisfactory progress are sent a formal letter from the Program Director describing the concern and asking that they meet with their advisor to create a plan for improvement. The written remedial plan is developed jointly by the advisor and the student and includes four components: (1) program expectations, (2) student activities/behaviors necessary to meet program expectations, (3) ways in which progress will be evaluated, and (4) the timeline and schedule for future meetings.

Criteria for satisfactory progress in the EdS and PhD program include:

1. meeting minimal levels of achievement in all program student competencies (described below);
2. achieving grades of B or better in all coursework;
3. successful completion of the Praxis I and Praxis II ;
4. promptly completing approved program plans and other required Graduate School paperwork;
5. completing the comprehensive exam in a timely manner;
6. promptly and successfully completing all supervised field experiences, including practicum and internship with good evaluations from both site-based and university-based supervisors; and
7. successfully defending a dissertation or EdS project.

Students are expected to meet minimal levels of achievement on student competencies. Evaluation of these competencies is ongoing and occurs throughout coursework and practica. The specific student competences are listed below along with the minimal levels of expected achievement.

Student Competency

Demonstration of Competency

Students will practice in a professional manner consistent with local, state, and national

Practicum Feedback Form
EDPS 867 final exam (80% or higher)

ethical and professional standards for practice and research.

Students will demonstrate knowledge and skills related to consultation with families and professionals, within and across settings, to enhance children and adolescents' competence and to strengthen environmental contexts for their development.

Practicum Feedback Form
EDPS 952 (grade of B or higher)
Interview Objectives Checklists (80% or higher)
Treatment Evaluation Objectives Checklist (80% or higher)
Consultation Procedural Checklist (80% or higher)

Students will demonstrate the knowledge and skills to conduct assessments of children's and adolescents' cognitive, academic, and behavioral strengths and weaknesses and of the environmental contexts in which these competencies develop.

EDPS 950, EDPS 951 (grades of B or higher)
Administration Mastery Form (rating of 4 or 5 on all items)
Practicum Feedback Form

Students will demonstrate the knowledge and skills needed to plan, implement, facilitate, and evaluate ecologically based interventions that meet children's and adolescents' educational and mental health needs.

Intervention Evaluation Project (must earn an 80% or higher)
EDPS 954 Final Exam (must earn an 80% or higher)
Practicum Feedback Form

Students will conduct, interpret, and disseminate research that advances the discipline of school psychology while adhering to the highest standards for ethical and professional scientific behavior.

CITI training (passing score)
EDPS 941, EDPS 942, (EDPS 859 for EdS students)
EDPS 900B, EDPS 800 (grades of B or higher)
Comprehensive Exam Evaluation Form (ratings of 3 or 4 on total item score)
Dissertation Evaluation Form (ratings of 3 or 4 on items) or Passing EdS project

Students are expected to provide evaluation information via a secured, online outcome monitoring system. The Program Director will prompt students to enter data periodically. There is a fee for a student account. Students are expected to continuously maintain their account until they graduate.

STUDENT RIGHTS AND RESPONSIBILITIES

In keeping with the policies of the Department of Educational Psychology, the School Psychology Program adheres to all UNL policies regarding the rights and responsibilities of graduate students. These include the following statements from the UNL Graduate Studies Bulletin:

Nondiscrimination Policy
Academic Credit Policies
Probation and Termination
General Appeal Procedures for Academic Matters Concerning Graduate Students
Services for Students with Disabilities
Student Rights and Responsibilities
Policy Statement on Rights, Privileges, and Responsibilities of Graduate Assistants and Fellowship Recipients
Guidelines for Good Practice in Graduate Education

Students are also referred to the Principles of Academic Freedom adopted by the Associated Students of the University of Nebraska (available on the ASUN website at <http://asun.unl.edu/>). Students working in professional contexts with children, teachers, clients, or other individuals are expected to act in accord with the Ethical Principles of both the American Psychological Association (available at www.apa.org/ethics) and the National Association of School Psychologists and may be evaluated on the basis of their adherence to these principles.

DIVERSITY

The UNL School Psychology Program encourages and supports diversity in its students, its faculty, and its curriculum. This philosophical commitment is backed up by comprehensive organizational resources. In particular, the UNL Graduate Bulletin asserts, “it is the policy of UNL to administer all of its educational and employment programs and related supporting services in a manner which does not discriminate because of an individual’s race, color, gender (including sexual harassment), religion, national origin, disability, marital status, sexual orientation, or political affiliation.” This policy of nondiscrimination provides a foundation for the program’s commitment to diversity.

ROLE OF THE PROGRAM DIRECTOR

Despite our best intentions, we recognize that disagreements may occur between students or between students and members of the faculty. Any student may request a meeting with the Program Director for assistance in addressing such disagreements. As a first step, the Program Director will help the student make a plan for taking steps to resolve the disagreement in a way that is consistent with principles for professional standards and practices of the American Psychological Association and the National Association of School Psychologists. In many cases, students need assistance scripting the conversation that should be initiated. Subsequently, if the student’s plan is not successful, students may ask that the Program Director meet together with all parties, and assist with the discussion of the disagreement. In some challenging cases, the Program Director may ask that another member of the program or department faculty assist with problem resolution or act as a consultant for the Program Director. Students are advised that the involvement of the Program Director is confidential, except in those cases where other members of the Department (e.g., the Department Chair) should be given information needed to protect the rights of students. In every case, the Program Director reminds students of their rights, responsibilities, and the grievance procedures and provides students with specific information for securing written copies of these. These informal dispute resolution procedures are sufficient to address most disagreements without moving into formal grievance procedures. However, students always have the option of filing a formal grievance following procedures described in the Graduate Studies in Educational Psychology handbook (available on the web at

<http://cehs.unl.edu/documents/edpsych/GraduateHandbook.pdf>) or procedures described in the Graduate Bulletin of the University of Nebraska Lincoln (<http://bulletin.unl.edu/>).

PROBATION

Consistent with the policies and practices of the Department of Educational Psychology, progress of students through the School Psychology Program will be monitored and modified as students' educational needs dictate. When students have educational or professional difficulties that interrupt their progress through the program, they will work with their advisor and supervisory committee to create and implement a plan to address the difficulties. When these attempts to rectify the situation are unsuccessful, procedures may be initiated to place the student on probation or dismiss the student from the program. The Department of Educational Psychology procedures for probation or dismissal, and for student appeals of these decisions, are described in the Graduate Studies in Educational Psychology handbook. This handbook is available on the web at <http://cehs.unl.edu/documents/edpsych/GraduateHandbook.pdf>

CONTINUOUS PROGRAM IMPROVEMENT

The faculty understands the importance and role of continuous evaluation of the program in preparing students to be professional school psychologists. Continuous program improvement is critical to the professional preparation of students. To this end, the UNL School Psychology program engages annually in a thoughtful, data based cycle of program assessment, evaluation, revision and renewal. The cycle begins when faculty collect annual program evaluation surveys from students in the program. Subsequently, the program faculty compiles student evaluation data with multiple other sources (course performance, practicum supervisor evaluations, client impact data, graduate feedback, course instructor evaluations) into a program assessment that summarizes data related to each program objective. The faculty and all graduate students in the program meet annually in a Town Hall Meeting to reflect on program needs and make recommendations for program refinement. Subsequently, faculty members conduct an annual retreat to analyze, evaluate, and reflect on program data, consider the program's current status and impact, discuss university and professional issues that affect the program, and plan appropriate responses to assure that the training is maximally effective. The result is a program plan for the following year. The cycle begins anew the following year. This evaluation cycle assures that the faculty is in continuous contact with multiple meaningful data sources so that it can evaluate the quality of training and make adjustments to the program as necessary in order to best meet the needs of its students.

4: SCHOOL PSYCHOLOGY FACULTY

The School Psychology faculty will be a critical factor in your graduate education. We have assembled an excellent group of experienced scholars, and we urge you to get to know each of these faculty members individually. A great deal can be gained from each of them outside of structured classroom activities. We know that you will find the school psychology faculty to be receptive to your ideas and more than willing to join you in projects of mutual interest. Below is a brief description of each faculty, along with their interests and a few selected recent publications. (In the list of selected publications, students' names are in italics.)

Edward Daly, Ph.D., 1992, Syracuse University. Major: School Psychology; Specialty Areas: Academic Intervention, Behavior Analysis, Functional Assessment

Dr. Daly is a Professor in School Psychology, Department of Educational Psychology, and is a Board Certified Behavior Analyst. His research interests include intervention design for academic performance problems and academic and functional assessment. He has co-authored numerous books, chapters, and journal articles in these areas. He served as Editor of the *Journal of School Psychology* and as Associate Editor of *School Psychology Review* and *School Psychology Quarterly*. He also has served or is serving on a number of Editorial Boards including: *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, *Journal of Evidence-Based Practices for Schools*, *School Psychology Review* and *Psychology in The Schools*. Dr. Daly worked in the schools for 4 years as a certified school psychologist and held faculty positions at both the University of Cincinnati and Western Michigan University before coming to the University of Nebraska-Lincoln in 2002.

Selected Recent Publications

- Daly, E. J., III, Hess, P. M., Sommerhalder, M. S., Strong, W., Johnsen, M., O'Connor, M. A., & Young, N. D. (in press). Examination of a regressive prompt-delay procedure for improving sight-word reading. *Journal of Behavioral Education*.
- Martens, B. K., Daly, E. J., III, Begeny, J. C., & Sullivan, W. E. (in press). Behavioral approaches to education. In W. Fisher, C. Piazza, & H. Roane (Eds.), *Handbook of applied behavior analysis* (2nd ed.). New York: Guilford.
- Young, N. D., & Daly, E. J., III. (2016). Effects of performance criteria during reading interventions on generalized oral reading fluency. *Behavioral Interventions*, DOI: 10.1002/bin.1441
- Kruger, A. M., Strong, W., Daly, E. J., III, O'Connor, M., Sommerhalder, M. S., Holtz, J., Bricko, N., Kane, E. J., Hoff, N., & Heifner, A. (2016). Setting the stage for academic success through antecedent intervention. *Psychology in the Schools*, 53, 24–38. <http://doi.org/10.1002/pits.21886>
- Young, N. D., & Daly, E. J., III. (2016). An evaluation of prompting and reinforcement for training visual analysis skills. *Journal of Behavioral Education*, 25, 95-119. <http://doi.org/10.1007/s10864-015-9234-z>
- Martens, B. K., Daly, E. J., III, & Ardoin, S. P. (2015). Applications of applied behavior analysis to school-based intervention. In J. Ringdahl, T. Falcomata, and H. Roane (Eds.), *Clinical and organizational applications of applied behavior analysis* (pp. 125–150). San Diego, CA: Elsevier Academic Press.
- Daly, E. J., III, Neugebauer, S. R., Chafouleas, S. M., & Skinner, C. H. (2015). *Interventions for reading problems: Designing and evaluating effective strategies* (2nd ed.) New York: Guilford Press.
- Hofstadter-Duke, K. L., & Daly, E. J., III. (2015). Identifying controlling variables for math computation fluency through experimental analysis: The interaction of stimulus control and reinforcing consequences.” *Behavior Modification*, 39, 342-364. DOI: 10.1170/01454455/4559928
- Daly, E. J., III, O'Connor, M. A., & Young, N. D. (2014). Best practices in oral reading fluency interventions. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology VI* (pp. 115-128). Washington, DC: The National Association of School Psychologists.
- Daly, E. J., III, O'Connor, M. A., Daro, P. M., Strong, W., & Sommerhalder, M. (2014). Academic intervention. In D. S. Bromberg & W. T. O'Donohue (Eds.), *Toolkit for working with juvenile sex offenders* (pp. 355-394). San Diego, CA: Elsevier Academic Press.

Scott A. Napolitano, PhD; Educational Psychology, The University of Texas at Austin, 1996; Major: School Psychology; Specialty Areas: Pediatric Neuropsychology, Clinical Practice, Intellectual and Academic Assessment and Sports Psychology.

Dr. Napolitano is an Assistant Professor of Practice and Co-Director of the School Psychology Program. He is serving as the secretary of the Trainers of School Psychologists. Dr. Napolitano was recently awarded a 1 million dollar grant by the United States Department of Education to create a specialized training program in concussion management. Currently, he is responsible for teaching and supervising the core clinical practice courses. He teaches Intellectual Assessment, Academic and Behavioral Assessment and Clinical Practice in School Psychology. Dr. Napolitano is a licensed psychologist. He completed his internship and Munroe Meyer Institute and his postdoctoral training in pediatric neuropsychology at the University of Texas Southwestern Medical School. Dr. Napolitano was in private practice as a neuropsychologist for 15 years before coming to the University of Nebraska-Lincoln in 2011. Since 1997 he has been the supervising psychologist for the Husker Athletic department and is an independent allied health professional at Bryan LGH medical center and St. Elizabeth's hospital. His clinical and research interests are in the areas of neuroscience, learning disorders, ADHD, clinical supervision and concussion management. Dr. Napolitano is the faculty senate representative for the Department of Educational Psychology and serves as director of the University Teaching Council. Dr. Napolitano is also the faculty advisor to the student organizations of SASP and DEMAC.

Napolitano, S.A. (2010). A review of the NEPSY-II. In Spies, R.A., & Geisinger, K.F. (Eds.), *The Mental Measurement Yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements.

Swearer, S.M., Espelage, D.L., & Napolitano, S.A. (2009). *Bullying prevention and intervention: Realistic strategies for schools*. New York, NY: Guilford Press.

Napolitano, S.A., & Miller, C. (2005). A review of the Conners' Kiddie Continuous Performance Test. In Spies, R. A., & Plake, B.S. (Eds.), *The Sixteenth Mental Measurements Yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements.

Napolitano, S.A., & Miller, C. (2005). A review of the Toggia Category Assessment. In Spies, R. A., & Plake, B.S. (Eds.), *The Sixteenth Mental Measurements Yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements.

Sheridan, S.M., Napolitano, S.A., & Swearer, S.M. (2002). Best practices in school-community partnerships. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology – IV* (pp.321-336). Bethesda, MD: National Association of School Psychologists

Napolitano, S.A. (2001). A review of the Children's Memory Scale. In B. S., Plake & J.C., Impara (Eds.), *The Fourteenth Mental Measurements Yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements.

Napolitano, S.A. (2001). A review of the Closed Head Injury Screener. In B.S., Plake & J.C., Impara (Eds.), *The Fourteenth Mental Measurements Yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements.

Napolitano, S.A., Stavinoha, P.L., Doxey D., & Shapiro, K. (1998). Neuropsychological Functioning in Children following Treatment for Cerebellar Astrocytoma and Medulloblastoma. *Archives of Clinical Neuropsychology*, 13, 83-84

Niskala, J.A., Stavinoha, P.L., Newby, R.F., & Napolitano, S.A. (1998). The Importance of Age in Plasticity of Function: Evidence from Two Cases of Rasmussen's Syndrome. *Archives of Clinical Neuropsychology*, 13, 154-155

Napolitano, S.A. (1998). Trichotillomania. In L. Phelps (Ed.), *A practitioner's handbook of health-related disorders in children*. Washington DC: American Psychological Association.

Susan M. Sheridan, Ph.D., Educational Psychology, 1989, University of Wisconsin-Madison. Major: School Psychology; Specialty Areas: Conjoint Behavioral Consultation, Early Childhood Intervention, Social Skills and Behavioral Interventions, Parental Engagement, Home-School-Community Partnerships

Dr. Sheridan is a George Holmes University Professor of Educational Psychology. She is the Director of the Nebraska Center for Research on Children, Youth, Families and Schools and the National Center for Research on Rural Education (R²Ed). Dr. Sheridan has received numerous federal grants over the past 17 years, with current projects in the areas of school readiness for vulnerable young children and their families, family-school partnerships, conjoint (parent-teacher) behavioral consultation with students with disruptive behaviors, and rural education (all funded by U.S. Department of Education's Institute for Educational Sciences). Her research interests include family-school partnerships, conjoint (parent-teacher) behavioral consultation, early childhood education and intervention, parenting, social skills, and behavioral interventions. Dr. Sheridan has written several books, chapters, and journal articles on these and related topics. She is a Fellow of Division 16 of APA, and has earned several honors and awards, including the 1993 Lightner Witmer award by APA's Division of School Psychology for early career accomplishments, the 1995 University of Wisconsin School of Education's "Outstanding Young Alumnus" award, the 1996 Utah Association of School Psychologists "School Psychologist of the Year" Award, the 2005 Presidential Award from the National Association of School Psychologists, the 2014 University of Nebraska's university-wide Outstanding Research and Creativity Award (ORCA), and the 2015 Division 16 Senior Scientist Award.

Selected Recent Publications

- Holmes, S. R., Witte, A. L., & Sheridan, S. M. (in press). Conjoint behavioral consultation in rural schools. In K. Michael & J. Jameson (Eds.), *Handbook of rural school mental health*. New York, NY: Springer.
- Sheridan, S. M., Kunz, G. M., & Witte, A. (in press). Rural parents and teachers as partners: Benefits, exemplars, and future research. In G. C. Nugent, G. M. Kunz, S. M. Sheridan, T. A. Glover, & L. L. Knoche (Eds.), *Rural education research: State of the science and emerging directions*. New York, NY: Springer.
- Sheridan, S. M., Moen, A., & Bhatia, S. (in press). Family-centered positive psychology: A framework for research-based practices. In L. M. Edwards, S. J. Lopez, & S. C. Marques (Eds.), *The Oxford handbook of positive psychology* (3rd ed.). New York, NY: Oxford University Press.
- Sheridan, S. M., Moen, A., & Knoche, L. L. (in press). Family-school partnerships in early childhood. In E. Votruba-Drzal & E. Dearing (Eds.), *Handbook of early childhood development programs, practices, and policies: Theory-based and empirically-supported strategies for promoting young children's growth in the U.S.* New York, NY: John Wiley & Sons.
- Sheridan, S. M., Knoche, L. L., & White, A. (in press). Family-school partnerships in early childhood. In T. A. Turner-Vorbeck & S. Sheldon (Eds.), *Handbook of family, school, community partnerships in education*.
- Garbacz, S. A., McDowall, P. S., Schaughency, E., Sheridan, S. M., & Welch, G. W. (2015). A

- multidimensional examination of parent involvement across child and parent characteristics. *The Elementary School Journal*, 115, 384–406.
- Erchul, W. P., & Sheridan, S. M. (Eds.). (2014). *Handbook of research in school consultation: Empirical foundations for the field, 2nd ed.* Mahwah, NJ: Erlbaum.
- Sheridan, S. M. (2014). *Parents and teachers of tough kids: The power of partnerships.* Northwest Pacific Publishers.
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Kupzyk, K. A., Clarke, B. L., & Kim, E. M. (2014). Efficacy of the Getting Ready intervention and the role of parental depression. *Early Education and Development*, 25, 746-769.
- Sheridan, S. M., Ryoo, J. H., Garbacz, S. A., Kunz, G. M., & Chumney, F. L. (2013). The efficacy of conjoint behavioral consultation on parents and children in the home setting: Results of a randomized controlled trial. *Journal of School Psychology*, 51, 717-733.
- **Recipient of the Society for the Study of School Psychology/*Journal of School Psychology's* 2013 Article of the Year Award. doi:10.1016/j.jsp.2013.09.003

Susan M. Swearer, Ph.D., Educational Psychology, 1997, University of Texas at Austin.
Major: School Psychology. Specialty Areas: Bullying Prevention and Intervention, Cognitive-Behavioral Interventions, Evidence-Based Treatment for Internalizing Disorders and Externalizing Disorders in Youth.

Dr. Swearer is the Willa Cather Professor of Educational Psychology and is a core faculty member in the School Psychology program. She is the director of the Empowerment Initiative (<http://empowerment.unl.edu>; @DrSueSwearer), and Co-Director of the Bullying Research Network (<http://brnet.unl.edu>; @Bully_Research). She currently teaches and supervises Community Practice in School Psychology (EDPS 983), Ethical and Professional Practice in School Psychology (EDPS 867), Interventions in School Psychology (EDPS 954), and Doctoral Seminar (EDPS 995). Dr. Swearer is a licensed psychologist in the state of Nebraska and is a supervising psychologist in the Counseling and School Psychology Clinic. She is on the editorial review boards for *School Psychology Review*, *Journal of School Psychology*, *Journal of School Violence*, *Educational Psychology Review*, and *Journal of Anxiety Disorders*. Her research and clinical foci are interrelated and include the examination of the social ecology that influences bullying and victimization in our schools and communities, the influence of internalizing psychopathology on externalizing behavior, and cognitive-behavioral interventions for youth and their families. Current research projects include the Born Brave Experiences study, a mixed methods research study that was conducted during and after Lady Gaga's last three concert tours; participatory action research in bullying prevention; and on on-going evaluation of an individually-based intervention for bullying behaviors (*Target Bullying Intervention Program*). Dr. Swearer was an invited presenter at the White House Bullying Prevention Conference in March 2011 and has participated in subsequent White House summits on bullying prevention and intervention in 2013, 2014; and 2016. She is the chair of Lady Gaga's Born This Way Foundation research advisory Board. Dr. Swearer completed her pre-doctoral internship at Boys Town in the Nebraska Internship Consortium in Professional Psychology (APA approved) in Omaha, Nebraska in 1996 and joined the School Psychology faculty at UNL in 1997.

Selected Recent Publications (Student authors are in italics)

- Swearer, S.M., Fluke, S.M., Gonzalez, S., & Myers, Z.R. (in press). Evidence-based interventions for bullying among children and adolescents. In L.A. Theodore (Ed.), *Handbook of Applied Interventions for Children and Adolescents*.

- Swearer, S. M., Howell-Smith, M., Gonzalez, S., Myers, Z. R., Schwartz, H., Strawhun, J., McKinney, T., Germanotta, C. (in press). Youth engagement in bullying prevention efforts: History and current applications. In C. Bradshaw (Ed.), *Handbook on Bullying Prevention: A Lifecourse Perspective*. National Association of Social Workers Press.
- Swearer, S.M., Martin, M., Brackett, M., & Palacios, R. (in press). Bullying intervention in adolescence: The intersection of legislation, policies, and behavioral change. *Adolescent Research Review*.
- Swearer, S.M., & Hymel, S. (2016). Bullying and discrimination in schools: Exploring variations across student subgroups. *School Psychology Review*.
- Hymel, S., & Swearer, S.M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist*, 70, 293-299. <http://dx.doi.org/10.1037/a0038928>
- Radliff, K. M., Wang, C., & Swearer, S.M. (2015). Bullying and peer victimization: An examination of cognitive and psychosocial constructs. *Journal of Interpersonal Violence*.
- Swearer, S.M., & Hymel, S. (2015). Understanding the psychology of bullying: Moving toward a social-ecological diathesis-stress model. *American Psychologist*, 70, 344-353. <http://dx.doi.org/10.1037/a0038929>
- Wang, C., Swearer, S., Lembeck, P., Collins, A., & Berry, B., (2015). Teachers matter: An examination of student-teacher relationships, attitudes, and bullying behavior. *Journal of Applied School Psychology*
- Werth, J.M., Nickerson, A.B., Aloe, A.M., & Swearer, S.M., (2015). Bullying victimization and the social and emotional maladjustment of bystanders: A propensity score analysis. *Journal of School Psychology*.
- Ryoo, J.H., Wang, C., & Swearer, S.M. (2014). Examination of the change in latent statuses in bullying behaviors across time. *School Psychology Quarterly*. <http://dx.doi.org/10.1037/spq0000082>

5: STUDENT RESPONSIBILITIES

PROFESSIONALISM

Although faculty members will put forth their utmost effort to assist students during their graduate careers, students must take the biggest responsibility for their own learning, including awareness of Graduate College and Departmental requirements. For example, it is the responsibility of students to read the Graduate College Bulletin and the Educational Psychology Graduate Student Handbook and be aware of requirements for meeting applicable deadlines, filing forms, etc. Likewise, students are expected to take substantial initiative in seeking out knowledge and experiences that extend beyond formal classroom activities. Examples of this type of activity include visiting various agencies that provide psychological services to children, attending and participating in local or national professional organizations (e.g., American Psychological Association (Division 16), National Association of School Psychologists, Nebraska Psychological Association, Nebraska School Psychologists Association), and keeping abreast of scholarly journals (e.g., *American Psychologist*, *School Psychology Quarterly*, *Journal of School Psychology*, *School Psychology Review*, *Psychology in the Schools*, *School Psychology International*, *Journal of Educational and Psychological Consultation*, *Journal of Clinical Child Psychology*). The faculty is responsible for providing students with learning opportunities that will facilitate students' professional and personal growth as a psychologist.

The school psychology faculty has a responsibility to the children, families, other professionals, and the field (expressed to a large degree through its accountability to professional organizations

and accrediting agencies) to prepare school psychologists who display the highest level of ethical behavior in the execution of their responsibilities. Because the program is a professional training program, students receive instruction, encouragement, and feedback on their professional behaviors in the following areas:

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Professional conduct and ethical responsibility
5. Adaptability
6. Initiative and dependability

We expect students to (a) come prepared with a solid foundation of good judgment in these areas, (b) be open and receptive to feedback in these areas during the course of their professional training, and (c) comply with established ethical standards (American Psychological Association, National Association of School Psychologists) for professional conduct and the Student Honor Code of the University of Nebraska-Lincoln (see the Graduate Studies Bulletin). Students have a responsibility to read, review, agree to comply with, and follow all ethical standards of the American Psychological Association and the National Association of School Psychologists. Students can find the most recent versions of the APA ethical guidelines at <http://www.apa.org/ethics/code2002.html>, and the NASP ethical guidelines at <http://www.nasponline.org/standards/2010standards.aspx>. Because school psychology is a field that leads to certification and possible licensure, the faculty has a responsibility to continuously evaluate students' actions and professional promise in the field. Ethical misconduct and/or lack of professional promise can be used by the faculty as grounds for termination (see the Graduate Bulletin section on Grounds for Probation and Termination of UNL Graduate Students: <http://bulletin.unl.edu/>).

PROFESSIONAL ACTIVITIES

All school psychology graduate students (Ph.D. or Ed.S.) planning to engage in services (i.e., psychotherapy, assessment, supervision/consultation) to clients (i.e., children, families, and schools) beyond EDPS 981 (School Practice in School Psychology), EDPS 982 (Clinic Practice in School Psychology), EDPS 983 (Community Practice in School Psychology), and EDPS 997K (Supervision in School Psychology) during any academic term are required to register for additional course credit hours under EDPS 983 (Community Practice in School Psychology) and arrange for supervision by your school psychology faculty advisor. By registering for course credits for community practice, clock hours accumulated can be regarded as ***program sanctioned hours*** for internship applications. All practice settings and field placement experiences must be approved by the School Psychology core faculty committee. Students should submit requests for approval of additional practicum hours to the Director of Training. Students planning community practice experiences should register for one to four credits under EDPS 983. Guidelines for registration for the number of course credits are the following: 1 credit hour = less than 50 clock hours during one school term; 2 credit hours = 50 to 100 clock hours; 3 credit hours = 100 to 200 clock hours; 4 credit hours = greater than 200 clock hours.

ACADEMIC DISHONESTY

Cheating, plagiarism or other violations of the UNL academic code will result in grades of '0' for the affected assignment and may result in a failing grade in the course. This policy is

reiterated in most course syllabi for program courses. In most cases, the school psychology faculty will refer the student to the University of Nebraska Office of Student Judicial Affairs. (See the UNL Graduate Bulletin for a description of the office and the UNL Academic code.) When a student is referred to this office, sanctions may include probation, suspension, or expulsion from the program, or withdrawal of granted diplomas. The School Psychology program faculty has no influence over sanctions or decisions once a student is referred to the Office of Student Judicial Affairs. All students are required to complete an online plagiarism tutorial and pass the exam with 100% accuracy. The exam certificate should be printed and given to the Program Director.

AVAILABILITY OF PERSONAL INFORMATION

Students are required to maintain professional behavior in public life while enrolled in the School Psychology program. Personal information, opinions, or communications that students make in public, or that are posted on websites, in chatrooms, or on electronic bulletin boards should never be offensive to the community, immoral within accepted community standards, or insulting to any person or groups of persons. In addition, students are advised to keep personal directory information private. Addresses, telephone numbers, or email addresses should never be posted on a public site where they could be accessed by actual or potential clients.

As part of this policy, faculty strongly advise students to sign the form with the UNL Registrar's Office specifying that their directory information not be included in the University of Nebraska student online directory. You can find this form by contacting the Registration and Records office at 402-472-3635. More information on the Directory can be found here:

<http://registrar.unl.edu/student-information>.

FEEDBACK TO STUDENTS

The program has several mechanisms for providing feedback to students. First, students meet each semester with a program advisor who provides collective faculty feedback in these areas. Second, thanks to small class sizes, students work closely with faculty in all of their courses, including planned field experiences. Third, students receive extensive and structured feedback from field supervisors (including both university-based and field-based supervisors) on their professional behaviors as a part of their field experiences. Finally, students receive a yearly evaluation letter from the faculty that summarizes their progress in the program.

Should problems arise, program faculty will work with the student to try to resolve the problem(s). However, some violations of professional ethical codes or state and/or federal laws may result in dismissal. Student rights and responsibilities are outlined in the Graduate Studies Bulletin.

BACKGROUND CHECKS

The College of Human Sciences requires that all students have criminal background checks prior to entering a school or community agency for class or research purposes. Because school psychology students enter schools in their first semester, a full background check is required upon entry into the program. This must be completed before the beginning of the fall semester of Year 1. Students are subsequently required to complete a disclosure form every 18 months thereafter, and immediately inform the Director of Field Experiences if a new charge or conviction occurs at any time during their program of study. During their culminating experience (internship), students are required once again to have a full criminal background check

completed. Failure to comply with the College policy will result in being administratively dropped from courses requiring background checks and no endorsement for certifications or licensure applications from the university. All of the relevant information and forms can be found at <http://go.unl.edu/bgcheck>

SUBSCRIBE TO LIVETEXT

LiveText is an online e-Portfolio system that allows the program to systematically monitor your progress and mastery of key competencies throughout your training. It will be incorporated in many of your school psychology classes. You are expected to register for a 5-year license to LiveText as soon as you enter the core professional courses. This will be a one-time purchase and your license will be active for 5 years from the date of purchase. Because your LiveText membership will last a full year after program completion, you will be able to use your electronic portfolio as you look for a job, setting you apart from other candidates in the interview process. Subscription and registration information will be shared with you when you begin the program.

6: ADMISSIONS

The typical applicant pool for the school psychology program consists of approximately 50 candidates. Admissions decisions are based on each candidate's prior grades, GRE scores, letters of recommendation, a personal statement of professional goals, research experiences, professional experiences, and match to our program philosophy. Candidates from diverse cultural and experiential backgrounds are strongly encouraged to apply. For both the doctoral and educational specialist programs, an interview is required. On-campus interviews are preferred. To be considered for admission, all necessary application materials must be received by **December 1**.

Required application materials for the program include undergraduate and graduate transcripts; Official score report of Verbal and Quantitative scores for the Graduate Record Examination; At least three letters of recommendation from people familiar with the applicant's qualifications; And a personal statement of purpose written by the applicant. Applicants are judged based on the entirety of their application rather than on isolated quantitative indicators. Unique strengths and important prior life experiences (e.g., cultural diversity, extensive work experiences with children, prior research productivity) are given considerable weight in this discussion. Prior academic success is indicative of applicants likely success in future academic coursework. Letters of recommendation and personal statements provide further information and facilitate a match of student interest with Program philosophy and objectives. Based on a paper review of all applicants' materials, 12-17 applicants are invited to a day-long interview with program faculty and students. During the interview, applicants meet individually with each member of the faculty, are provided with tours of the program facilities, discuss program experiences with graduate students, and learn more about the research conducted in each of the program's doctoral seminars.

After the application interview, approximately 7 to 10 applicants are accepted for admission into the program. In many cases, qualified candidates are denied admission to the program because of a lack of space. Admitted applicants are asked to make their commitment to accept or decline the invitation by April 15, the national acceptance deadline. These admission procedures result in a highly qualified student body for the program. For example, a recent cohort of admitted students had very strong letters of recommendation, focused and thoughtful statements of purpose, an

average undergraduate grade point average of 3.7, and average Graduate Record Examination (GRE) scores of 156 Verbal and 153 Quantitative.

The Department's Diversity and Ethnic Minority Affairs Committee (DEMAC) has played a critical role in recruiting and retaining culturally diverse students since 1972. DEMAC is comprised of minority and majority students and faculty with interests in multicultural and diversity issues. Applicants may choose to have their file reviewed by student members of the DEMAC committee, and the recommendations of that committee are considered in the admission determinations. Additionally, diverse applicants who are admitted into the program are contacted by DEMAC and provided with assistance in relocating to the community and preparing for their graduate studies.

All students must meet University residency requirements and be available during normal working hours for both course work and supervised field experiences. Likewise, while summer coursework is possible throughout the program, much of the required course work is available only during the fall and spring semesters.

The School Psychology Program is extremely interested in recruiting qualified ethnic minority and international students. As of this date, there are far too few psychologists of color in the field of school psychology. Interested minority students are encouraged to take advantage of the option to have their application materials reviewed by the Department's Ethnic Minority Affairs Committee by indicating their assent for this review at the appropriate point on the department's application form.

FINANCIAL SUPPORT

Newly admitted School Psychology students can apply for assistantships on a competitive basis. These include but are not limited to (a) grant-related research assistantships, (b) graduate teaching assistantships, (c) school psychology graduate assistantships, and (d) departmental assistantships for minority students. Application deadlines for fall semester assistantships are often in the spring prior to new students' arrival onto campus. Program advisors are the best source of information on financial support, and students should stay in close contact with their advisor immediately upon accepting the program's offer of admission. **To be considered for assistantships in the Department of Educational Psychology, students must apply on-line.** On-line application materials are available at the "Graduate Assistantship" link on the department website (<http://cehs.unl.edu/edpsych/graduate-assistantships>). Newly admitted students are nominated for university graduate fellowships by program faculty, and fellowship awards are made on a competitive basis with all other newly admitted students in the Department of Educational Psychology. Notice of a fellowship award is mailed to students as soon as the decisions are made by the department's Graduate Committee.

JOB PLACEMENT FOR RECENT PROGRAM GRADUATES

Primary employment settings for the past 7 years of graduates are as follows:

| | | |
|---------------------|------|------------------------|
| Doctoral Graduates: | 22% | University |
| | 63% | Practice |
| | 4% | School District |
| | 11% | Post-doctoral fellows |
| Ed.S. Graduates: | 100% | Public/Private Schools |