



Graduate Study in School Psychology 2020-2021

Doctoral Degree (Ph.D.)

Accredited by the American Psychological Association*

Approved by the National Association of School Psychologists

Approved by the Nebraska Department of Education

Educational Specialist Degree (Ed.S.)

Approved by the National Association of School Psychologists

Approved by the Nebraska Department of Education

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

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

This handbook will orient 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, concussion assessment and management, family-school partnerships, early childhood development and education, child and family diversity, adolescent psychopathology, school-based mental health, rural education, bullying prevention and intervention, 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 our 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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University of Nebraska-Lincoln

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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. There are five primary faculty members in the School Psychology Program (Drs. Doll, Gormley, Napolitano, Swearer and Hruskoci), 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

The UNL School Psychology Program is based 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. The Ed.S. program is designed primarily for individuals who wish to work in school settings, whereas 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 therapeutic, prevention and wellness-promoting 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

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 fully approved by the National Association of School Psychologists (NASP). The UNL Educational Specialist Program in School Psychology is fully 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. In addition, one Ph.D. and one Ed.S. student serve as formal student representatives to the faculty and attend faculty meetings to represent student interests and facilitate communication between faculty and students.

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); Development and Learning Sciences; 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*. The current Chair of our department is Dr. Mike Scheel.

Bullying Research Network

The College of Education and Human Sciences supports the Bullying Research Network (BRNET), a national and international network of researchers who conduct translational research on bullying prevention and intervention, peer victimization, and related issues. BRNET is comprised of 214 researchers from 20 countries. BRNET hosts an international think tank that brings together BRNET researchers around a common theme. Think tank products have included edited books, special issues in peer-reviewed journals, documentaries, and curricula. The 2017 BRNET Think Tank was held in Seattle, WA at Committee for Children and the theme was cyberbullying and translational research. Graduate students have the opportunity to be engaged in BRNET activities and can join as “Friends of BRNET” at <http://brnet.unl.edu>.

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, 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 impact lives through research that advances learning and development. 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. Buros 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 Center also provides access to the Oscar K. Buros Memorial Library, which contains one of the largest collections of commercially available tests in the world. Buros 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 Diversity and 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, Merchandising and Fashion 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 26,500 students, the UNL campus is situated in Lincoln, the state capitol of Nebraska and home to approximately 285,000 residents and consistently ranked one of the top places to live and work. 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. It 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 Museum, Lincoln Haymarket, the Nebraska Cornhusker athletic teams, as well as four other undergraduate colleges. The Great Plains Trail Network provides more than 125 miles of multi-use (e.g., jogging, cycling) trails that connect many parts of the city and surrounding areas. Additionally, Lincoln is a 1-hour drive from Omaha, NE and 2 ½ hours from 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., Boys Town, Lincoln Juvenile Detention Facility, Lincoln Catholic Social Services, Nebraska Department of Education, Munroe-Meyer Institute (e.g., Psychology Department, Education and Child Development Department, Autism Care for Toddlers Clinic), 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 curriculum is based on the American Psychological Association's Commission on Accreditation Standards of Accreditation and the National Association of School Psychology standards.

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.

I. DISCIPLINE SPECIFIC KNOWLEDGE

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.

For students in the doctoral program in school psychology, "discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health service psychology. Therefore, all students in accredited doctoral programs shall demonstrate knowledge in the discipline of psychology, broadly construed. This discipline-specific knowledge base shall include: 1) the history and systems of psychology, 2) basic knowledge in scientific psychology, 3) integrative knowledge in scientific psychology, and 4) methods of inquiry and research." (APA Commission on Accreditation, July 2017)

A. Category 1: History and Systems of Psychology

History and systems of psychology

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

EDPS 991 History of Psychology

PSY 910 History and Philosophy of Psychology

B. Category 2: Basic Content Areas in Scientific Psychology

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

PH.D. STUDENTS ARE REQUIRED TO ALSO TAKE THE FOLLOWING COURSE
PSY 862 Motivation and Emotion

Biological aspects of behavior

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

PSY 904 ProSeminar in Physiological Psychology

OR

EDPS 922 Mind, Brain and Education

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

Developmental Aspects of Behavior

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

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

EDPS 991 Lifespan Development

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

EDPS 869 Developmental Psychopathology

EDPS 863 Introduction to Applied Behavior Analysis

Social aspects of behavior

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

PSYC 906 Proseminar in Social Psychology

EDPS 991 Applied Social Psychology

C. Category 3: Advanced Integrative Knowledge in Scientific Psychology

This requirement is met through specific elements of the course, EDPS 982 Clinical Practice in School Psychology

D. Category 4: Research Methods, Statistical Analysis, and Psychometrics

Research Methods

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 THE PH.D. PROGRAM

EDPS 800 Foundations of Educational Research

EDPS 999 Dissertation (minimum 12 credits)

Statistical 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

Psychometrics

REQUIRED FOR STUDENTS IN THE ED. S. and PH.D. PROGRAMS

EDPS 870 Introduction to Psychological Measurement

II. PROFESSION-WIDE COMPETENCIES

Profession-wide competencies include certain competencies required by APA for all students who graduate from doctoral programs accredited in health service psychology (APA SOA, 2017). Consistent with the SOA, our program provides our students with many varied opportunities to achieve and demonstrate proficiency in the listed profession-wide competencies. Many of the competencies are met through multiple course offerings, practicum experiences and program activities. Where relevant, essential courses are listed under each competency.

A. Research

REQUIRED FOR STUDENTS IN THE PH.D. PROGRAM
EDPS 995 Doctoral Seminar (3 credits)

B. Ethical and Legal Standards

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS
EDPS 867 Ethical and Professional Practice in School Psychology

C. Individual and Cultural Diversity

REQUIRED FOR STUDENTS IN BOTH THE ED.S. AND PH.D. PROGRAMS
EDPS 868 Multicultural Counseling Psychology

D. Professional Values and Attitudes (see courses under F and G)

E. Communication and Interpersonal Skills (see courses under F and G)

F. Assessment

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

EDPS 950 Intellectual Assessment
EDPS 951 Academic and Behavior Assessment

G. Intervention

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

EDPS 866 Counseling Pre-Practicum
EDPS 954 School Mental Health and Behavior Interventions
EDPS 964 Counseling Theories and Interventions
EDPS 981 School Practice in School Psychology
SPED 942 Interventions for Behavior

REQUIRED FOR STUDENTS IN THE PH.D. PROGRAM ONLY

EDPS 982 Clinical Practice in School Psychology
EDPS 983 Community Practice in School Psychology

H. Supervision

REQUIRED FOR STUDENTS IN THE PH.D. PROGRAM ONLY

PSYC 922 Clinical Supervision and Consultation
EDPS 997K Advanced Practice in School Psychology – Supervision

I. Consultation and Interprofessional/Interdisciplinary Skills

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

EDPS 952 Systems of Consultation in School Psychology

PRACTICUM EXPERIENCES

Didactic course work is complemented by practicum training experiences, which are integrated throughout the program. Practicum experiences are made up of supervised experiences, which are specifically designed to help students develop the knowledge and skills to demonstrate the above competencies. Our 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 and wellness promotion 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.

For doctoral students entering community-based practicum (4th and 5th year), they will be required to complete a practicum intent form which allows them to rank their preferences for placement. Faculty review forms at the annual retreat to discuss rankings and make final placement decisions using a number of factors including but not limited to: student preference, student's professional goals and the match to a given site, prior practicum performance, prior academic performance. Faculty attempt to place all students at one of their top two choices; however, this is not always possible based upon the number of students and availability of community sites/supervisors.

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. All students are strongly advised to track and record their practicum experiences. 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 completing an additional 8 graduate semester hours of EDPS 983 in their 5th year. Additionally, doctoral students must complete two semesters of Supervision in School Psychology practicum (EDPS 997K).

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 clinical training.

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

EDPS 981 School Practice in School Psychology (8 credits over two semesters)

REQUIRED FOR STUDENTS IN THE PH.D. PROGRAM

EDPS 982 Clinical Practice in School Psychology (8 credits over two semesters)

EDPS 983 Community Practice in School Psychology (8 credits over two semesters)

EDPS 997K Supervision in School Psychology (8 credits over two semesters)

RESEARCH

All students in the school psychology program are expected to be involved in research activities. Students are typically most involved with their primary supervisor's research lab. However, students are welcome to get involved with research activities with more than one faculty member. All students in the Ed.S. program must attend a research lab of their choice during the first year of the program. They may continue to participate in research activities during their second year; however, research lab attendance is not required after the first year. All students in the Ph.D. program must attend a research lab throughout their time in the program. Additionally, Ph.D. students must register for three credits of EDPS 995 one time, during which they are required to either present at a national conference or submit a manuscript for publication.

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 1,200 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 or school 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. Ed.S. students must successfully pass the Praxis II before beginning internship. Doctoral students must successfully pass their comprehensive examination and have a**

committee-ready dissertation proposal before being approved to apply for 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 been changed.

Registering for internship credit:

Students in the Ed.S. program register for credit (EDPS 958A) during one of the summer sessions (2 credit), fall (3 credit), spring (3 credit) of their internship year.. Students must have completed at least 66 credit hours to graduate.

Students in the Ph.D. program register for credit (EDPS 959) during one of the summer sessions (1 credit), fall (3 credit), spring (3 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 may result in failing the internship and potential termination from the graduate training program. Ed.S. students must complete an internship portfolio in order to successfully pass internship. This portfolio will be evaluated by the school psychology program faculty at the end of the internship year. If the portfolio is not complete, or if every element is not successfully passed, the student will not pass internship.

School psychology students have successfully obtained nationally recognized, high quality internships. Although Ed.S. students may choose to complete their internship in states other than Nebraska, many choose to stay in Nebraska. Regardless, to meet NASP standards, all internship experiences must be at least 1,200 hours, with 600 hours completed in a school setting. Students are required to obtain and log this experience. In recent years, UNL Ed.S. Students have completed internships with:

- Lincoln Public Schools
- Fremont Public Schools
- Heartland Area Education Agency
- Grand Island Public Schools

In recent years, UNL Ph.D. students have completed internships with:

- Yale Child Study Center
- The Devereux Institute of Clinical Training and Research in Philadelphia
- Kennedy Krieger Institute, John's Hopkins School of Medicine in Baltimore
- Harvard's McLean Hospital
- Nebraska Internship Consortium in Professional Practice (NICPP)
 - Boys Town
 - Munroe-Meyer Institute (MMI)
- Oregon Health and Sciences University
- Sara Reed Hospital in Pennsylvania

- St. Jude Children’s Hospital
- University of New Mexico Health Sciences Center
- Family Service & Guidance Center (Topeka, KS)
- University of Florida Multidisciplinary Center
- Geisinger Medical Center Child Clinical and Pediatric Program (Danville, PA)
- Texas Child Study Center (Austin, TX)
- Texas County Juvenile Detention Center (Austin, TX)

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. To obtain the PLMHP upon completion of the Master’s degree, the student submits an application and identifies a faculty supervisor in order to accrue supervised hours. Students entering the program 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/Licensure/Documents/MHPProvisionalApp.pdf>

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 upload a copy of these scores to their program Box account.**

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 presentation of the student’s Ed.S. project that is judged to be acceptable by the Ed.S. supervisory committee.

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 an Ed.S. project prior to graduation. The program is designed to facilitate completion of this project and the associated Ed.S. paper during the second year of the program in conjunction with School Practice in School Psychology. The project will be included in the Ed.S. portfolio, which is submitted by June 1st of the internship year. Ed.S. students must put together a Supervisory Committee of three school psychology faculty that approves the project. Students must register for 6 credit hours of EDPS 996A in partial fulfillment of this requirement.

DISSERTATION (Ph.D. Student Only)

Ph.D. students are required to successfully complete and defend a dissertation prior to graduation. Students must register for a minimum of 12 credits of EDPS 999 Dissertation Research.

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 and program plan. According to Graduate College policies, Ph.D. students have 8 years after advancing to candidacy to complete their dissertation.

Sample Ph.D. Program

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTER COMPLETED
YEAR ONE, FALL			
EDPS 867	Ethical and Professional Practice in School Psychology	3	
EDPS 863	Introduction to Applied Behavior Analysis	3	
EDPS 950	Intellectual Assessment	4	
EDPS 866	Counseling Pre-Practicum	3	
YEAR ONE, SPRING			
EDPS 952	Systems of Consultation in School Psychology	3	
EDPS 951	Academic and Behavioral Assessment	3	
EDPS 869	Developmental Psychopathology	3	
SPED 942	Interventions for Behavior	3	
YEAR ONE, SUMMER			
EDPS 991	Lifespan Development (Pre-Session)	3	
EDPS 954	School Mental Health and Behavior Interventions (5 Week Session)	3	

YEAR TWO, FALL			
EDPS 981	School Practice in School Psychology I	4	
EDPS 942	Intermediate Statistics – Correlational Methods	3	
EDPS 964	Counseling Theories and Interventions	3	
YEAR TWO, SPRING			
EDPS 981	School Practice in School Psychology II	4	
EDPS 941	Intermediate Statistics – Experimental Methods	3	
EDPS 800	Foundations of Educational Research	3	

EDPS 995	Doctoral Seminar	3	
YEAR TWO, SUMMER			

YEAR THREE, FALL			
EDPS 982	Clinical Practice in School Psychology	4	
EDPS 868	Multicultural Counseling	3	
EDPS 854	Human Cognition and Instruction	3	
YEAR THREE, SPRING			
EDPS 982	Clinical Practice in School Psychology	4	
PSY 906	Proseminar in Social Psychology	3	
EDPS 870	Introduction to Educational and Psychological Measurement	3	
YEAR THREE, SUMMER			
	Completing Comprehensive Exams, Courses Not Recommended		

YEAR FOUR, FALL			
EDPS 983	Community Practice in School Psychology	4	
PSY 904	ProSeminar in Physiological Psychology	3	
EDPS 997K	Advanced Practice in Supervision	4	
EDPS 999	Dissertation	variable	
YEAR FOUR, SPRING			
EDPS 983	Community Practice in School Psychology	4	
PSYC 922	Clinical Supervision and Consultation	3	
EDPS 997K	Advanced Practice in Supervision	4	
EDPS 999	Dissertation	variable	
YEAR FOUR, SUMMER			
EDPS 999	Dissertation	variable	
	History and Systems of Psychology (EDPS 987H OR PSY 910)	3	

YEAR FIVE, FALL			
EDPS 983	Community Practice in School Psychology	4	
EDPS 999	Dissertation	variable	
YEAR FIVE, SPRING			
EDPS 983	Community Practice in School Psychology	4	
EDPS 999	Dissertation	variable	
YEAR FIVE, SUMMER			
EDPS 959	Internship	1	
YEAR SIX, FALL			
EDPS 959	Internship	3	
YEAR SIX, SPRING			
EDPS 959	Internship	3	
YEAR SIX, SUMMER			
EDPS 959	Internship	1	

Comments Regarding Course Requirements

This is a SAMPLE course schedule. You MUST consult with your advisor regarding course selection and sequence. Some courses are only offered on a limited basis and must be taken at specific times. Other courses are more flexible and may be taken at any time that you have open. The student is responsible for ensuring that they have completed all course and program requirements.

- EDPS 800: Foundations of Educational Research (must be taken prior to year 4)
- 12 total credits are required for Dissertation but cannot be taken until a student is admitted to candidacy

In some cases, students have options between equivalent courses:

- Choose courses based on your career goals and interests

Additional Statistics Courses for QQPM certificate (generally taken in Years 4 or 5):

- 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

Important Deadlines:

- Students cannot begin work on the dissertation until they have advanced to candidacy (having passed the comprehensive examination in School Psychology)
- Students cannot apply for internship if they do not have a committee-ready proposal approved by their advisor and by the program director by October 31st.

EdS Student Sample Program

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTER COMPLETED
YEAR ONE, FALL			
EDPS 867	Ethical and Professional Practice in School Psychology	3	
EDPS 863	Introduction to Applied Behavior Analysis	3	
EDPS 950	Intellectual Assessment	4	
EDPS 866	Counseling Pre-Practicum	3	
YEAR ONE, SPRING			
EDPS 952	Systems of Consultation in School Psychology	3	
EDPS 951	Academic and Behavioral Assessment	3	
EDPS 869	Developmental Psychopathology	3	
SPED 942	Interventions for Behavior	3	
YEAR ONE, SUMMER			
EDPS 991	Lifespan Development (Pre-Session)	3	
EDPS 954	School Mental Health and Behavior Interventions (First 5 Week Session)	3	

YEAR TWO, FALL			
EDPS 981	School Practice in School Psychology I	4	
EDPS 964	Counseling Theories and Interventions	3	
EDPS 859	Statistical Methods	3	
EDPS 868	Multicultural Counseling	3	

YEAR TWO, SPRING			
EDPS 981	School Practice in School Psychology II	4	
EDPS 854	Human Cognition and Instruction	3	

	Elective from EDPS, SPED or PSYCH	3	
EDPS 870	Introduction to Educational and Psychological Measurement	3	
YEAR TWO, SUMMER			
YEAR TWO, SUMMER			
EDPS 958A	Internship in School Psychology (Non-Doctoral)	1	
EDPS 996A	Research Other Than Thesis	3	
YEAR THREE, FALL			
EDPS 958A	Internship in School Psychology (Non-Doctoral)	3	
EDPS 996A	Research Other Than Thesis	3	
YEAR THREE, SPRING			
YEAR THREE, SPRING			
EDPS 958A	Internship in School Psychology (Non-Doctoral)	3	
YEAR THREE, SUMMER			
EDPS 958A	Internship in School Psychology (Non-Doctoral)	VARIABLE**	

Comments regarding course requirements

This is a **SAMPLE** course schedule. You **MUST** consult with your advisor regarding course selection and sequence. Some courses are only offered on a limited basis and must be taken at specific times. Other courses are more flexible and may be taken at any time that you have open. The student is responsible for ensuring that they have completed all course and program requirements.

*Research Other than Thesis can be taken during any semester after the student's committee meeting approving the project. A minimum of 6 credits is required.

**Variable credits for internship: Ed.S. students need at least 66 credits to graduate.

THE MASTER'S DEGREE

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). All students in the Ph.D. program must obtain a Master's Degree. **This is optional for students in the Ed.S. program, but may provide additional opportunities for practice and/or pay brackets.** The Faculty strongly encourage all students to obtain the Master's degree. Ed.S. students who are interested in obtaining licensure at the Master's level may also apply for the Master's degree, following the same process as outlined below. Please consult your advisor if you are interested in this option.

Students who want to obtain a Master's Degree must submit their memorandum of courses for a Master's Degree in Educational Psychology to Graduate Studies during the spring semester of their first year (leaving the specialization line blank in the application). The Master's Degree application will be filed during the spring semester of the second year. Students must take and pass the Master's comprehensive exams prior to applying for the Master's Degree. 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.

APPLYING FOR THE MASTER'S DEGREE

Master's Degree Milestones: www.unl.edu/gradstudies/academics/degrees/masters

1. Memorandum of Courses (Spring of 1st year)
 - a. Needs to be completed before *half* of Masters coursework is completed
 - b. 36 hours of EDPS courses should be listed
 - c. Include courses you have taken, are currently taking, and courses you will take that will be used to fulfil the MA degree requirements
 - d. Major: Ed Psych
 - e. Choose Option III
 - f. Have your advisor sign the memorandum and the give it to the Chair of the Graduate Committee (currently, Dr. Napolitano) to sign.
 - g. <https://www.unl.edu/gradstudies/current/degrees/masters>
2. Sign up for the Masters Exam
 - a. Must sign up at least one week in advance with the Department
 - b. Exam is offered 3 times per year: the first Friday of March, June, and October
 - c. You will find out about whether you passed or not about 3 weeks after taking the exam
 - d. Read more here: <https://cehs.unl.edu/edpsych/masters-comprehensive-exam/>
 - e. You will receive all three subtests at once when in the exam room. You have the four hours to complete all three subtests in whichever order you want (you can go back and revisit any subtest at any point during those four hours)
3. Apply for the degree:
 - a. "<https://wam.unl.edu/gradstudies/apply>
 - b. Pay the \$50.00 application fee
 - c. Fill out necessary information
 - d. Submit

You'll get email confirmation and emails telling you to submit materials. You will need to upload the transcripts and other documents as requested in the application. The application can't be submitted unless all documents that are considered required by Graduate Studies or the department are included

4. Apply for graduation on MyRed. Be sure to check due dates with Graduate Studies
 - a. If you take the exam in June and expect to graduate with your MA in August, you will likely not know whether you passed the exam or not. This is typically not a problem; however it is very close to the deadline. Most School Psychology students take the exam in March
 - b. Once you receive your passing Masters exam scores, **fill out the Final Exam Report**
 - c. <https://www.unl.edu/gradstudies/current/Masters-FinalExam.pdf>
 - d. Your advisor needs to sign that you passed your exam

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 5751 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.

<u>Time (Suggested)</u>	<u>Tasks and Resources</u>
Prior to 1st semester	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
<u>Time (Suggested)</u>	<u>Tasks and Resources</u>
Year 1 Fall	Map out your program plan of study with your advisor. ***All APA-required courses MUST appear on your program plan of study***
Year 1 Fall	Pass the Praxis I Series – Core Academic Skills for Educators http://www.ets.org/praxis http://www.ets.org/praxis/ne/requirements http://www.ets.org/praxis/prepare/materials
Year 1 Spring	Complete the Memorandum of Courses for the Master's degree (this needs to be done before you have completed half of your Master's level courses) <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	Take the Educational Psychology Master's exam http://cehs.unl.edu/edpsych/masters-comprehensive-exam
Year 2 Summer	Apply for the Master's degree (usually due early June) http://www.unl.edu/gradstudies/current/degrees/masters 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. See the School Psychology Program Box Folder for resources
Year 3 Fall/Spring	Apply for the PLMHP after receiving a master's degree http://dhhs.ne.gov/publichealth/Licensure/Documents/MHPProvisionalApp.pdf 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. http://www.unl.edu/gradstudies/current/Doctoral-SupCommittee.pdf http://www.unl.edu/gradstudies/current/Doctoral-Program.pdf
Year 3 Summer	Complete the written comprehensive exam before the Spring Semester of the fourth year
Year 4	Upon successfully completing the Comprehensive Exam and core coursework, students are admitted to doctoral candidacy. File for Admission to Candidacy with the Graduate College.
Fall or Spring	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. http://www.unl.edu/gradstudies/current/Doctoral-Candidacy.pdf
Year 4 Spring/ Year 5 Fall	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 have a committee ready dissertation proposal that has been approved by your advisor and the program director prior to October 31st to apply for internship.
<u>Time (Suggested)</u>	<u>Tasks and Resources</u>
Year 5 October	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. Also send summary of strengths and weaknesses to the Director of Clinical Training. 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 (most deadlines are around November 1st). You are strongly encouraged to apply to multiple (10-15) APA-accredited internship sites across the country. http://www.appic.org/</p>
Year 6 (by the end of May)	<p>Submit the Application for Final Oral Examination at least 3 weeks before the defense date. http://www.unl.edu/gradstudies/current/Doctoral-FinalOral.pdf</p> <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. http://www.unl.edu/regrec/resources/forms/DEGRAPPNEW.pdf</p>
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>
	<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>	<p>Program Handbook</p>

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 – Core Academic Skills for Educators	http://www.ets.org/praxis/about/praxis/content http://www.ets.org/praxis/prepare/materials
Year 1 Spring	OPTIONAL: Complete the Memorandum of Courses for the Master's degree (this needs to be done before you have completed half of your Master's level courses Talk with Allison Jones (TEAC 114)	http://www.unl.edu/gradstudies/current/degrees/masters

<u>Time</u>	<u>Task</u>	<u>Resources</u>
Year 2 Fall	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 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 of Studies and Appointment of Supervisory Committee paperwork with the Graduate College midway through your coursework.	http://www.unl.edu/gradstudies/current/SpecialistSupCommittee.pdf http://www.unl.edu/gradstudies/current/Specialist-Program.pdf

<u>Time</u>	<u>Task</u>	<u>Resources</u>
	(

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 program faculty 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	See the School Psychology Program Box Folder for resources
<u>Time</u>	<u>Task</u>	<u>Resources</u>
	Praxis II Exam prior to beginning their internship. Score summary sheets (3 pages) need to be submitted your individual Program Box Folder	
Year 3	Present your defense of your Ed.S. 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.	See the School Psychology Program Box Folder for resources

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 to a school psychology faculty member who will serve as their 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 their sequence.

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 many cases, this advisor-student pairing works well, but divergent interests between students and advisors are sometimes revealed after the student has spent time in the program. The following outline describes how students should proceed when determining their advisor (Ed.S. or doctoral), their program committee, and their program of study:

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 two 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.

Advisor changes may occur any time during the program, and is an acceptable practice in the school psychology program. Impact on the student's graduation timeline should be considered. Discussing the change with both your current advisor and the prospective advisor are necessary steps. In the event that a student's supervisory committee has already been approved 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 in the program's Box folder, 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.

STUDENT BOX ACCOUNTS

All students will have an individual program Box account, which will be used to keep track of important advising materials, evaluations, graduate school paperwork, etc. This folder will be created by the Program Director and will only be shared with the individual student and core faculty members. We have moved away from retaining paper copies of student files for most items, and the Box account will serve as the official student record. Therefore, it is essential that each student keep his or her Box account up to date. It is not your advisor's responsibility to upload information into the Box account. The following is a list of some of the items which must be in your Box account: Praxis I and II scores, Master's exam results, comprehensive examination results, course evaluations, practicum evaluations, internship evaluations, internship portfolios, graduate school paperwork such as program of studies, annual evaluation letters, and practicum hours logs. When in doubt, upload ALL materials to your Box account.

ANNUAL STUDENT REVIEW and MINIMAL LEVELS OF EXPECTED ACHIEVEMENT

The program faculty conducts an Annual Student Review during the spring/early summer of each academic year to ensure that all students are making adequate progress in the program. Students receive a feedback letter from the Program Director that reflects the overall feedback of the school psychology faculty. In addition, advisors will meet individually with each student to review his or her evaluation. 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 making successful progress.

Criteria for satisfactory progress in the Ed.S. 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;
7. completing an Ed.S. internship portfolio with a grade of B or higher;
8. writing a defensible Ph.D. dissertation proposal or Ed.S. research project; and
9. successfully defending a dissertation or Ed.S. 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

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

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.

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.

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.

Demonstration of Competency

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

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)

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

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

CITI training (passing score)
EDPS 941, EDPS 942, (EDPS 859 for Ed.S. 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 Ed.S. portfolio

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.

In addition to the policies and procedures listed in this handbook, students must also be familiar with the milestones, procedures, and forms dictated by the Graduate College. Full information can be found at: <https://www.unl.edu/gradstudies/academics/degrees>

DIVERSITY and INCLUSION

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

The Program Director oversees all aspects of the program including faculty affairs, student affairs, curriculum and accreditation. The Program Director is a primary resource for all information regarding the program. Individual faculty members and fellow students are excellent resources, but may not be aware of specific requirement or new and changing program information. If you are unsure of something or receive conflicting information, it is your responsibility to consult the program director for a final decision.

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. 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.)

Beth Doll, Ph.D., Educational Psychology, 1983, University of Kentucky. Specialty areas: School mental health practices including the promotion of emotional well-being, children's friendships, and school and classroom environments that promote children's learning and healthy development.

Beth Doll is a professor of School Psychology in the Department of Educational Psychology. She began her career as a school psychologist in rural Kentucky and then a clinic coordinator at the University of Wisconsin Madison – experiences that afforded insights into the mental health needs of children that she applied successfully in her research on topics spanning children's friendships to the pragmatics of measuring student perceptions of classroom climate. Dr. Doll's principal research interest is the promotion of mental health and the psychological well-being of children and youth and aspects of school and classroom systems that contribute to students' resilience and academic success. Her current work occurs in partnerships with school districts to use student perceptions and classroom data to prompt revised classroom routines. Her developmental investigations of students' psychological wellness explain how these challenge current conceptualizations of mental health and existing mental health policies. These investigations also examine factors that may contribute to mental disturbance or psychological distress, and the tension between objectivity and meaningfulness in applied school psychological interventions. This presents a special challenge for school psychology because interventions that are most easily and precisely described and quantified may not be perceived by educators as offering the best chance for ensuring psychological health.

- Dart, E. H., Arora, P. G., Collins, T. A., & Doll, B. (2019). Progress monitoring measures for internalizing symptoms: A systematic review of the peer-reviewed literature. *School Mental Health*, 11(2), pp. 265-275. <https://doi.org/10.1007/s12310-018-9299-7>
- Doll, B. (2019). Addressing student internalizing behavior through Multi-Tiered Systems of Support: A Commentary. *School Mental Health*, 11(2), 290-293. DOI 10.1007/s12310-019-09315-3
- Doll, B., Brehm, K., & Zucker, S. (2014). *Resilient classrooms: Creating healthy environments for learning, 2nd Edition*. New York: Guilford Publications.
- Doll, B., Cummings, J.A., & Chapla, B. (2014). Best practices in population-based school mental health services. In A. Thomas & P. Harrison (Eds.), *Best Practices in School Psychology: Systems-level*

- services (pp. 149-164)*. Bethesda, MD: National Association of School Psychologists.
- Doll, B., Nastasi, B.K., Cornell, L., Song, S.Y. (2017). School-Based Mental Health Services: Definitions and Models of Effective Practice. *Journal of Applied School Psychology, 33* (3), 179-194. DOI10.1080/15377903.2017.1317143
- Doll, B., Spies, R. A., Thomas, A.E., Sikorski, J.D., Chadwell, M.R., Chapla, B.A., & Franta, E.R. (2014). ClassMaps Consultation: Integrating evaluation into classrooms to promote positive environments. In R. Gilman, S. Huebner, and M. Furlong (Eds.), *Handbook of positive psychology in the schools, 2nd Edition (pp. 278-297)*. New York: Routledge.
- Falender, C. A., Grus, C., McCutcheon, S., Goodyear, R., Ellis, M. V., Doll, B., Miville, M., Rey-Casserly, C., & Kaslow, N. J. (2016). Guidelines for clinical supervision in health service psychology: Evidence and implementation strategies. *Psychotherapy Bulletin, 51*(3), 6-16
- Lazarus, P. J., Suldo, S., & Doll (Eds.) (In press). *Fostering the emotional wellbeing of children*. Under contract with Oxford University Press of USA.

Matthew J. Gormley, Ph.D., School Psychology, 2016, Lehigh University. Specialty Areas: Assessment and Treatment of Attention-Deficit/Hyperactivity Disorder and associated Disruptive Behavior Disorders, Pediatric School Psychology, Integrated Primary Care.

Dr. Gormley is an Assistant Professor of School Psychology in the Department of Educational Psychology. He is currently teaching Assessment of Intelligence (EDPS 950) and School Practice in School Psychology (EDPS 981). His research interests focus on the development and evaluation of individual interventions, intervention packages, and service delivery models for individuals at-risk for and diagnosed with ADHD. He is particularly interested in the development and application of individualized and continuous supports across both major and minor transitions within, to, and from academic settings. Additionally, Dr. Gormley has experience working in schools, specialty clinics (e.g., ADHD, Cystic Fibrosis), and integrated primary care settings. He is interested in the intersections and collaborations between families, schools, and healthcare systems both through improving the health literacy of school-based school psychologists and the integration of school psychologists into primary care offices. Dr. Gormley completed his pre-doctoral internship at the Munroe-Meyer Institute in the Nebraska Internship Consortium in Professional Psychology in Omaha, Nebraska and his post-doctoral fellowship at Geisinger Health System in Lock Haven, Pennsylvania.

Selected Recent Publications

- Gormley, M. J., Sheridan, S. M., Dizona, P., Witte, A., Wheeler, L., Eastberg, S. R. A., & Cheng, K. (2020).** Conjoint behavioral consultation for students exhibiting symptoms of ADHD: Effects at post-treatment and one-year follow-up. *School Mental Health, 12*, 53-66. doi:10.1007/s12310-019-09342-0
- Gormley, M. J., Meadows, T., Hosterman, S., Kettelwell, P., Kirchner, H. L., & O'Dell, S. (2020).** The Relationship between integrated pediatric psychology and primary care visit length, Revenue, Content Over 24 Months. *Families, Systems, and Health*. Advance online publication. doi: 10.1037/fsh0000532
- Gormley, M. J., DuPaul, G. J., Weyandt, L. L., & Anastopoulos, A. D. (2019).** First year GPA and academic service use among college students with and without ADHD. *Journal of Attention*

- Sheridan, S. M., Witte, A. L., Wheeler, L. A., Eastberg, S. R. A., Dizona, P. J., **Gormley, M. J.** (2019) Conjoint behavioral consultation in rural schools: Do student effects maintain after one year? *School Psychology Quarterly*, 34, 410-420 doi: 10.1037/spq0000279
- Gormley, M. J.**, Pinho, T., Pollack, B., Puzino, K., Franklin, M., Busch, C., DuPaul, G. J., Weyandt, L. L., & Anastopoulos, A. D. (2018). Impact of study skills and parent education on first-year GPA among college students with and without ADHD: A moderated mediation model. *Journal of Attention Disorders*. Advance online publication. doi: 10.1177/1087054715594422
- DuPaul, G. J., Dahlstrom-Hakki, I., **Gormley, M. J.**, Fu, Q., Pinho, T., & Banerjee, M. (2017). College students with ADHD and LD: Effects of support services on academic performance. *Learning Disabilities Research & Practice*, 32, 246-256. doi: 10.1111/ldrp.12143
- DuPaul, G. J., Pinho, T., Pollack, B., **Gormley, M. J.**, & Laracy, S. D. (2017). First-Year College Students with ADHD and/or LD: Differences in Self-Concept, School Preparation, and College Expectations. *Journal of Learning Disabilities*. Advance online publication. doi: 10.1177/0022219415617164
- Gormley, M. J.**, & DuPaul, G. J. (2015). Teacher to teacher consultation: Facilitating consistent and effective intervention across grade levels for students with ADHD. *Psychology in the Schools*, 52, 124-138. doi: 10.1002/pits.21803
- Suldo, M. S., **Gormley, M. J.**, DuPaul, G. J., & Anderson-Butcher, D. (2014). The Impact of School Mental Health on Student and School-Level Academic Outcomes: Current Status of the Research and Future Directions. *School Mental Health*, 6, 84-98. doi: 10.1007/s12310-013-9116-2
- DuPaul, G. J., **Gormley, M. J.**, & Laracy, S. D. (2013). Comorbidity of LD and ADHD: Implications of *DSM-5* for Assessment and Treatment. *Journal of Learning Disabilities*, 46, 43-51. DOI: 10.1177/0022219412464351

Heather M. Hruskoci, Ph.D., School Psychology, 2017, University of Nebraska-Lincoln. Specialty Areas: Delivery of assessment and therapy services for children, families, and adults for a broad range of social, emotional, behavioral, and mental health concerns.

Dr. Hruskoci is an Assistant Professor of Practice in the Department of Educational Psychology and is the Director of the Counseling and School Psychology Clinic. She supports the professional and clinical development of graduate students in the School Psychology and Counseling Psychology programs, through clinical instruction and supervision. She is currently teaching Clinical Practice in School Psychology (EDPS 982) and Field Placement in Counseling Psychology (EDPS 997B). She specializes in the treatment of internalizing and externalizing concerns, including anxiety, depression, oppositional and disruptive behavior disorders, and developmental concerns. Dr. Hruskoci uses a developmental model of supervision, to address the evolving needs of supervisees. Dr. Hruskoci has experience working in private practice and community mental health settings, as well as schools. Dr. Hruskoci completed her pre-doctoral internship at the Family Service and Guidance Center in

Topeka, Kansas and her post-doctoral training at Child Guidance Center in Lincoln, Nebraska.

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 Associate Professor of Practice and the Director of the School Psychology Program. 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 the core clinical and community practice courses and for providing clinical supervision to doctoral students in the program. 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 neuropsychology, clinical supervision and concussion management. Dr. Napolitano also serves as the Chair of the Graduate Committee for the Department of Educational Psychology. Dr. Napolitano is also the faculty advisor to the student organizations of SASP and DEMAC.

Selected Publications

Napolitano, S.A. (2018). *Gardner's Theory of Multiple Intelligences*. In Braaten, E. (Ed.), *The SAGE Encyclopedia of Intellectual and Developmental Disorders*

Napolitano, S.A. (2018). *The Flynn Effect*. In Braaten, E. (Ed.), *The SAGE Encyclopedia of Intellectual and Developmental Disorders*

Napolitano, S.A. (2017). *Test review of the Auditory Phoneme Sequencing Test*. In Carlson, J.F., Geisinger, K.F., & Jonson, J.L. (Eds.), *The Twentieth Mental Measurements Yearbook*. Lincoln, NE: Buros Center for Testing.

Napolitano, S.A. (2017). *Test review of the Short Parallel Assessments of Neuropsychological Status*. In Carlson, J.F., Geisinger, K.F., & Jonson, J.L. (Eds.), *The Twentieth Mental Measurements Yearbook*. Lincoln, NE: Buros Center for Testing.

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.

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

Susan M. Sheridan, Ph.D., Educational Psychology, 1989, University of Wisconsin Madison. Major: School Psychology; Specialty Areas: Conjoint Behavioral Consultation (also known as Teachers and Parents as Partners), Early Childhood Intervention, Social Skills and Behavioral Interventions, Parental Engagement, Family-School-Community Partnerships

Dr. Sheridan is a George Holmes University Professor of Educational Psychology and Director of the Nebraska Center for Research on Children, Youth, Families and Schools. Dr. Sheridan has received numerous federal grants over the past 20 years, with current projects in the areas of early childhood education, school readiness for vulnerable young children and their families, family-school partnerships, and conjoint (parent-teacher) behavioral consultation with Latino students (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, behavioral interventions, and rural education. 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 Lighter 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 (Student authors are in italics)

McWayne, C. M., Doucet, F., & Sheridan, S. M. (Eds.). (2019). *Understanding ethnocultural diversity and the home-to-school link*. New York, NY: Springer.

Marvin, C. A., Moen, A. L., Knoche, L. L., & Sheridan, S. M. (2019). Getting Ready strategies for promoting parent–professional relationships and parent–child interactions. *Young Exceptional Children*. Advance online publication. <https://doi.org/10.1177/1096250619829744>

Moen, A. L., & Sheridan, S. M. (2019). Evaluation of the psychometric properties of the Teacher Efficacy for Promoting Partnership measure among a sample of Head Start educators. *Journal of Psychoeducational Assessment*. Advance online publication. <https://doi.org/10.1177/0734282919863574>

- Moen, A. L., Sheridan, S. M., Schumacher, R. E., & Cheng, K. C. (2019). Early childhood student–teacher relationships: What is the role of classroom climate for children who are disadvantaged? *Early Childhood Education Journal*, *47*, 331–341. <https://doi.org/10.1007/s10643-019-00931-x>
- Sheridan, S. M., Knoche, L. L., Boise, C. E., Moen, A. L., Lester, H., Edwards, C. P., Meisinger, R. E., & Cheng, K. (2019). Supporting preschool children with developmental concerns: Effects of the Getting Ready intervention on school-based social competencies and relationships. *Early Childhood Research Quarterly*, *48*, 303–316. <https://doi.org/10.1016/j.ecresq.2019.03.008>
- Sheridan, S. M., Smith, T. E., Kim, E. M., Beretvas, S. N., & Park, S. (2019). A meta-analysis of family–school interventions and children’s social-emotional functioning: Child and community influences and components of efficacy. *Review of Educational Research*, *89*, 296–332. <https://doi.org/10.3102/0034654318825437>
- Sheridan, S. M., Witte, A. L., Wheeler, L. A., Eastberg, S. R. A., Dizona, P. J., & Gormley, M. J. (2019). Conjoint behavioral consultation in rural schools: Do student effects maintain after one year? *School Psychology*, *34*, 410–420. <https://doi.org/10.1037/spq0000279>
- Smith, T., & Sheridan, S. M. (2018). The effects of teacher training on teachers’ family-engagement practices, attitudes, and knowledge: A meta-analysis. *Journal of Educational and Psychological Consultation*, *29*, 128–157. <https://doi.org/10.1080/10474412.2018.1460725>
 ** Recipient of the 2018 Division 16 Outstanding Dissertation of the Year Award (Chair: S. Sheridan)
- Sheridan, S. M., Witte, A. L., Kunz, G. M., Wheeler, L. A., Angell, S. R., & Lester, H. (2018). Rural teacher practices and partnerships to address behavioral challenges: The efficacy and mechanisms of conjoint behavioral consultation. *The Elementary School Journal*, *119*, 99–121. <https://doi.org/10.1086/698694>
- Sheridan, S. M., Witte, A. L., Holmes, S. R., Coutts, M. J., Dent, A. L., Kunz, G. M., & Wu, C. (2017). A randomized trial examining the effects of conjoint behavioral consultation in rural schools: Student outcomes and the mediating role of the teacher–parent relationship. *Journal of School Psychology*, *61*, 33–53.
 **Earned Society for the Study of School Psychology/*Journal of School Psychology’s* 2017 Article of the Year Award. <https://doi.org/10.1016/j.jsp.2016.12.002>

Susan M. Swearer, Ph.D., Educational Psychology, 1997, University of Texas at Austin; Pre-doctoral internship at Boys Town in the Nebraska Internship Consortium in Professional Psychology (NICPP, APA-approved), 1996; Licensed Psychologist, Nebraska, 1998-current.

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 the Director of Faculty Development at UNL. She is the Director of the Empowerment Initiative (<http://empowerment.unl.edu>; @DrSueSwearer), Co-Director of the Bullying Research Network (<http://brnet.unl.edu>; @Bully_Research), and joined the faculty at UNL in 1997. 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 *International Journal of Bullying Prevention*, *Journal of School Psychology*, *Journal of School Violence*, *Educational Psychology Review*, and

School Psychology Review. 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; ongoing evaluation of an individually-based intervention for bullying behaviors (*Target Bullying Intervention Program*), and an anti-bullying initiative with the National Guard, *Helping Everyone Achieve Respect*. 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. In 2020 Dr. Swearer was awarded the Mid-Career Award for Outstanding Contributions to Benefit Children, Youth, and Families from the American Psychological Association.

Selected Recent Publications (Student authors are in italics)

- Swearer, S. M., *Garcia, A. G., Damme, A. M., Palmon, S., Asay, N., Scalora, M.* (2020). Effective bullying prevention and intervention strategies for school professionals: Breaking down programmatic barriers. In T. Hughes & F. Worrell (Eds.), *Cambridge Handbook of Applied School Psychology*.
- Holland, A.A., Stavinoha, P.L., Swearer, S.M., *Solesbee, C., Patel, S., & Klesse, L.J.* (2019). Rate and frequency of bullying victimization in school-age children with neurofibromatosis Type 1 (NF1). *School Psychology*.
- Ong, T.Q., Bandalos, D.L., & Swearer, S.M.* (2019). Does the spiritual values/religion subscale of the Self-Description Questionnaire III function differentially across heterosexual and non-heterosexual young adults? A measurement invariance study. *Journal of Homosexuality, 1-19*.
- Ryoo, J.H., Wang, C., Swearer, S.M., & *Park, S.* (2017). Effects of giftedness and student grade on bullying involvement. *Gifted Child Quarterly*.
- Ryoo, J. H., Wang, C., Swearer, S.M., & *Park, S.* (2017). Investigation of transitions in bullying/victimization statuses of gifted and general education students. *Exceptional Children, 83*, 396-411. doi: 10.1177/0014402917698500.
- Myers, Z.R., Swearer, S.M., Martin, M., & Palacios, R.* (2017). Cyberbullying and traditional bullying: The experiences of poly-victimization among diverse youth. *International Journal of Technoethics*.
- Song, S.Y., & Swearer, S.M. (2017). The cart before the horse: The challenge of restorative justice consultation in schools. *Journal of Educational and Psychological Consultation*.
- Wang, C., Ryoo, J. H., Swearer, S. M., Turner, R., & *Goldberg, T.* (2017). Longitudinal relationships between bullying and moral disengagement among adolescents. *Journal of Youth and Adolescence, 46*, 1304-1317.
- Swearer, S.M., Martin, M., Brackett, M., & *Palacios, R.* (2106). Bullying interventions in adolescence: The intersection of legislation, policies, and behavioral change. *Adolescent Research Review*.
- 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>

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*, *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.

UNL is a member of the National Center for Faculty Development and Diversity (NCFDD; <https://www.facultydiversity.org>). As a member institution, all faculty, postdocs, and graduate students receive free membership and access to all training materials and webinars designed to aid professional development in higher education. Students should sign up on the website using their huskers.unl.edu email address. If you have any questions about this benefit, please contact Dr. Susan Swearer (sswearer@unl.edu).

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/>).

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>

PRIVILEGED COMMUNICATION

All communication regarding clients and clinical training is subject to rules and laws regarding confidentiality (see APA and NASP ethical codes). This extends to electronic communication. All email communication related to clinical training must go through the student's Huskers email account (huskers.unl.edu). Students in their clinical training are practicing under the supervision of a licensed psychologist at UNL and email communication through accounts that are not connected to UNL is prohibited.

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:	18%	University
	63%	Practice
	4%	School District
	15%	Post-doctoral fellows
Ed.S. Graduates:	100%	Public/Private Schools