

**PROGRAM HANDBOOK
HEALTH PSYCHOLOGY DOCTORAL PROGRAM
PEDIATRIC SCHOOL PSYCHOLOGY CONCENTRATION**

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This handbook is designed to provide information to guide the student toward successful completion of the doctoral program offered by the Department of Psychology. It is not intended to replace the Graduate Catalog and other official documents of East Carolina University. In the event of a conflict between statements contained in this handbook and University policies, procedures, and catalog the latter shall govern.

**Prepared by the
Pediatric School Psychology Concentration Faculty
Department of Psychology
East Carolina University**

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Preface

Welcome to the Pediatric School Psychology Concentration within the Health Psychology PhD program at East Carolina University. Pediatric school psychology is an exciting field, and graduate study in school psychology offers the student a variety of experiences that will prove helpful in his or her personal and professional growth. When you finish the program you will be prepared to help children, teachers and families in facilitating children's development in school, health care and related settings. You will undergo a transformation from student to professional school psychologist.

This *Handbook* will assist doctoral students in understanding the policies, expectations, and standards of the program. It should also prove helpful in planning the students' educational program of study. It is important to note that these policies and procedures are more specific than the general policies of the Graduate School or the University. This *Handbook* is meant as a supplement to the *East Carolina University Graduate Bulletin*, *The Graduate School Manual for Theses and Dissertations*, and the Department of Psychology *Graduate Student Handbook*. Consult these additional documents in areas that are not addressed by these program guidelines.

This manual was prepared by the faculty members of the Pediatric School Psychology Concentration in the Health Psychology PhD Program and replaces all earlier versions of the *Handbook*. It is our hope that it will be helpful to students. Comments and suggestions for improvement are actively solicited and should be directed to the Program Director.

Pediatric School Psychology Concentration Faculty
November, 2011

The East Carolina Creed

In the pursuit of educational excellence, responsible stewardship, and intellectual freedom, the community of scholars at East Carolina University is committed to learning at the highest level.

Founded in the tradition of service and leadership, members of our academic society exemplify high standards of professional and personal conduct at all times.

As an East Carolinian...

I will carry out personal and academic integrity.

I will respect and appreciate the diversity of our people, ideas, and opinions.

I will be thoughtful and responsible in my words and actions.

I will engage in purposeful citizenship by serving as a positive role model.

Adherence to these moral principles is the obligation of every East Carolinian on and off campus.

In doing so, our individual freedom to learn and a pledge to serve will be preserved.

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I. PROGRAM OVERVIEW

The Department of Psychology offers a full-time Ph.D. program in Health Psychology with a concentration in Pediatric School Psychology (referred to as the Pediatric School Psychology Concentration from this point on). This concentration will be attractive to qualified persons with an undergraduate degree in psychology or a related field. The Pediatric School Psychology Concentration is designed to meet criteria for accreditation by the American Psychological Association and as well as the National Association of School Psychologists. The concentration is structured to allow graduates to meet the educational requirements of the North Carolina Department of Public Instruction for licensure as a school psychologist as well as for licensure as a Licensed Psychologist/Health Services Provider-Psychologist by the North Carolina Psychology Board. The program is a 107 semester hour, five-year (minimum) post-baccalaureate degree program.

The Health Psychology Ph.D. program is one of the graduate programs offered by the Department of Psychology, which is located in the Thomas Harriot College of Arts and Sciences at ECU. The department has a membership of approximately 40 full-time faculty. Organizationally, the department has a Chair and Program Directors that oversee the functioning of the programs/concentrations within the department—Health Ph.D. with three concentrations (Clinical Behavioral Medicine, Pediatric School Psychology, & Occupational Health Psychology), School MA, CAS (specialist degree), Industrial/Organizational MA, and an undergraduate B.A. program.

Pediatric School Psychology is a sub-specialty of school psychology that includes the competencies of both school and health psychology. Pediatric school psychologists bring the understanding of learning, development, and school systems that is characteristic of school psychologists as well as knowledge of health problems, bio-psycho-social influences, primary to tertiary prevention and intervention, and health care systems that is characteristic of the health psychologist. Program graduates will have a) a preventive orientation and ability to provide primary prevention and health promotion programs designed to impact children and families; b) knowledge and skills to serve children with a range of learning, mental health, and health-related problems; c) competency to work with children and adolescents who have acute and chronic medical disorders in medical or school settings, providing the usual array of direct and indirect services to enhance the educational and behavioral health of the child; and d) skills in research, collaboration, consultation, and teamwork that are essential to successful research and practice. Graduates of the Pediatric School Psychology Concentration are competent to practice within a variety of settings that serve children/adolescents and their families, including public and private schools (particularly where there are school-based or school-linked health centers), developmental evaluation centers, medical or rehabilitation centers, universities, and private practices.

Students are trained in both research and practice. The program has been designed to provide a strong applied and theoretical basis in:

- Psychological foundations (biological, cognitive & affective, social, cultural, history & systems of psychology & education);

- Scholarly inquiry (psychological measurement, research methods, statistics, & data-based decision-making);
- Practice foundations (standards & ethics, individual differences in behavior, human development, & psychopathology);
- Practice skills (assessment, intervention, consultation, evaluation of intervention effectiveness, & supervision); and
- Professional development (ethical decision-making, respect for diversity, awareness of self as evolving professional, & effective communication, interpersonal, & intrapersonal skills).

Although the primary focus of the Pediatric School Psychology concentration at ECU is pursuit towards a Ph.D., all students must meet the School Psychology credential requirements for the state of North Carolina. The credential (Specialist) degree in school psychology is also a degree program within our department. The MA, CAS Specialist program is a three-year, full time program that prepares students to work as scientist-practitioners in school settings. This program is available in the rare circumstance a student chooses to no longer pursue a Ph.D. In addition to two years of coursework, such students must complete a Master's thesis before starting a required yearlong school based internship. As part of the required coursework for the Pediatric School Psychology concentration, all students will complete requirements for a master's degree in school psychology.

Differentiation from the Specialist-Level Program

The Ph.D. Pediatric School concentration (107 semester hours) and the MA, CAS specialist (63 semester hours) programs differ in that the doctoral concentration includes greater breadth of training in foundational areas, greater emphasis on research and statistics, specialty training in health psychology and pediatric school psychology, and increased and more specialized practice experiences (including experiences in pediatric health setting and/or with pediatric populations).

Program Faculty

There are five faculty members with primary responsibility for the Pediatric School Psychology concentration, although students take courses from additional faculty as well. The primary school faculty members include:

Michael B. Brown, Ph.D., NCSP, Professor
Virginia Tech, 1992.

Research Interests: Pediatric school psychology, professional issues in school psychology, assessment and intervention for children with learning and behavior disorders.

Jennifer Kazmerski, Ph.D., BCBA-D, Assistant Professor
Mississippi State University, 2009.

Research Interests: Functional behavior assessment, psychometrics of functional assessment instruments, integrated behavioral health and the role or impact of psychologists in primary care, elimination disorders and the use of behavioral interventions with pediatric sleep concerns.

Stephen Kilgus, Ph.D., Assistant Professor
University of Connecticut, 2011.

Research Interests: Development and evaluation of social behavior assessment tools and procedures, targeted behavior interventions and supports, the use of technological systems to inform data-based decision making and promote student success, and modern test theory.

Scott Methe, Ph.D., NCSP, Assistant Professor
University of Massachusetts at Amherst, 2005.

Research Interests: Curriculum-based assessment (CBA), early mathematics assessment and intervention, promoting recreational reading in elementary school, diagnostic/ decision accuracy of assessment instruments.

Christy M. Walcott, Ph.D., NCSP, Associate Professor & Program Director
Illinois State University, 2001.

Research Interests: Psychosocial and academic outcomes associated with ADHD, particularly literacy development; effects of chronic health problems on school functioning.

Other affiliated Health Psychology faculty members:

Lisa Campbell, Ph.D.

Research Interests: Health disparities, adjustment to cancer

Tony Cellucci, Ph.D., ABPP, Director of ECU PASS Clinic

Research Interests: Practicum Training, Ethics, Substance Abuse, and HIV Counseling

Christyn L. Dolbier, Ph.D.

Research Interests: Chronic stress; prenatal stress and birth outcomes; stress and health disparities; resilience interventions, psychoneuroimmunology

D. Erik Everhart, Ph.D., ABPP, CBSM

Research Interests: Clinical neuropsychology; neurology of emotion; Behavioral sleep medicine

Jeannie A. Golden, Ph.D., BCBA

Research Interests: Applied behavior analysis; Interventions for children with autism and emotional disorders

Hope Landrine, Ph.D.

Research Interests: Health disparities among African-Americans and Latinos; segregation, discrimination, acculturation and health; community-based participatory research; cultural psychology; feminist psychology

Kathleen A. Lawler-Row, Ph.D.
Chair, Department of Psychology
Research Interests: Forgiveness, cardiovascular reactivity, and health; positive psychology, spirituality and health

Heather Littleton, Ph.D.
Research Interests: Women's health, adult psychopathology, on-line interventions for women.

Lesley Lutes, Ph.D.
Research Interests: Prevention and treatment of obesity

Susan L. McCammon, Ph.D., CIP
Research Interests: Children with serious emotional disorders and their families, within a system of care; trauma; human sexuality

Dennis C. Russo, Ph.D., ABPP
Behavioral medicine, primary care psychology, chronic illness management, Autism Spectrum Disorders, and stress and psychophysiological disorders

Samuel F. Sears, Ph.D., Director, Health Psychology Program
Research Interests: Cardiac psychology, patients with implantable cardioverter defibrillators, cardiac rehabilitation

Cecelia R. Valrie, Ph.D.
Research Interests: Pediatric psychology, adjustment to sickle cell disease, sleep, developmental and socio-cultural influences on childhood chronic illness

II. PROGRAM PHILOSOPHY AND TRAINING MODEL

The following system of beliefs underlies the **Pediatric School Psychology Concentration** training model and permeates all aspects of the training program:

- Ecological perspective - The dynamic interaction of individual, contextual, and environmental variables affect children's behavior.
- Bio-psycho-social perspective – The dynamic interaction of biological characteristics (e.g., genetic predisposition), behavioral factors (e.g., lifestyle, stress, health beliefs), and psychosocial conditions (e.g., cultural influences, family relationships, social support, school experiences) affect children's behavior, health, and illness.
- Professional problem-solving as a core-competency – Effective decision-making must be data-driven and is essential to improving the lives of children, adolescents, and their families.
- Ethical and professional practice as a core-competency – Professional effectiveness depends upon strong personal, interpersonal, and leadership qualities.

The model we use for training is the scientist-practitioner model in which psychologists are trained as both scientists (having expert knowledge of psychology & competence to

engage in sound scientific inquiry) and practitioners (having professional dispositions & competencies to provide clinical services using data-based decision-making and empirically-established knowledge). Students are trained to be good consumers and producers of empirical research. Empirical knowledge and data serve as the basis for developing interventions and solving problems in practice. The curriculum exposes the student to theory, research and practice in School Psychology and Health Psychology, which are integrated through a planned sequence of course work, practica and internship. Our program philosophy and training model align with East Carolina University’s mission to positively transform health and health care; our high standards for ethical and professional practice align with ECU’s creed, “Founded in the tradition of service and leadership, members of our academic society exemplify high standards of professional and personal conduct at all times.”

III. TRAINING GOALS AND EXPECTED COMPETENCIES

The primary goal of the Pediatric School Psychology concentration is to train entry-level school psychologists with broad expert knowledge of scientific psychology who can:

- a) professionally and effectively apply health psychology principles to school psychology practices across a preventative three-tier model of service delivery, and
- b) professionally and effectively act as liaisons between school and pediatric settings.

The Pediatric School Psychology faculty, in conjunction with the Psychology Department, have developed specific goals and objectives for students enrolled in the concentration. The program requirements are designed to help students meet these program goals, and graduates are expected to demonstrate specific competencies within the broad goals stated below. Objectives are not mutually exclusive and are integrated throughout the program’s coursework, practica, and internship.

<p>Goal #1: To provide broad and general training in the science of psychology including the bio-psycho-social model.</p>
<p><u>Objective 1a:</u> Foundations of Psychology - Graduates will have basic knowledge of the core domains of psychology, including biological, social, cognitive/affective, human development, individual differences, and history and systems.</p>
<p><u>Objective 1b:</u> Research Knowledge and Skill - Graduates will be competent in contemporary research methods and techniques for data analysis in order to conduct and apply rigorous scientific inquiry to understanding issues pertaining to school psychology, particularly where they interface with prevention, health, and illness.</p>
<p>Goal #2: To teach and support skills associated with strong professional dispositions and behaviors consistent with ethical, legal, and professional standards.</p>
<p><u>Objective 2a:</u> Legal, Ethical, and Professional Practice - Graduates will demonstrate knowledge and behaviors consistent with responsive ethical decision-making and the professional characteristics needed for effective practice: communication skills, interpersonal skills, ethical responsibility, adaptability and openness to supervision/feedback, initiative and dependability, and self-awareness/self-evaluation.</p>

Objective 2b: Respect for Diversity in Development and Learning - Graduates will demonstrate skills to provide professional services that a) consider diversity in psychological practices and b) promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts; they will advocate for social justice across all aspects of service delivery.

Goal #3: To teach knowledge and skills in the practice of School Psychology, with application of pediatric health psychology principles and the integration of science and practice.

Objective 3a: Data-Based Decision Making and Accountability - Graduates will demonstrate skills to a) use psychological and educational assessment, data collection strategies, and technology resources and b) apply results to design, implement, and evaluate response to services and programs as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.

Objective 3b: Health Psychology Practice Foundations - Graduates will be competent in the assessment of bio-psycho-social factors affecting child's health and well-being, including psychological, cognitive, behavioral, social, environmental, and biological/physical factors.

Objective 3c: Research and Program Evaluation - Graduates will demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Objective 3d: Consultation and Collaboration - Graduates will demonstrate skills to consult, collaborate, and communicate with others during multidisciplinary assessments and during the design, implementation, and evaluation of services and programs.

Objective 3e: Interventions to Develop Academic & Social Skills - Graduates will demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills as well as socialization, learning, and mental health.

Objective 3f: Prevention and System-Wide Practices to Promote Learning, Health, & Wellness - Graduates will demonstrate skills to a) create and maintain effective and supportive environments for children and others, b) promote services that enhance learning, mental health, safety, and physical well-being, and c) implement effective crisis preparation, response, and recovery.

Objective 3g: Family-School-Medical Collaborations - Graduates will demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family-school-medical partnerships for the enhancement of academic, social-behavioral, and health outcomes for children.

IV. PROGRAM REQUIREMENTS

The doctoral program consists of coursework, supervised clinical experience, and research as described below. It is important to note that published descriptions of program requirements establish only minimum requirements. The program reserves the right to require individual students to enroll in additional courses or perform additional tasks in order to meet departmental requirements for breadth and quality in the completion of graduate programs. Although such modifications are ordinarily made a matter of record at the beginning of a student's program, departments have the prerogative to make changes in a student's program at any time prior to graduation.

Program of Study

Consistent with the philosophy, training model and training goals and objectives, the curriculum was developed as follows:

Core Requirements Psychology PHD	Credit Hours
Foundations in the Science & Practice of Psychology	18 Hours
<i>Biological Aspects of Behavior</i>	
7413 PSYC: Pediatric Clinical Neuropsychology	3
<i>Social Aspects of Behavior (Choose 1)</i>	
6402 PSYC: School Consultation OR	
6421 PSYC: Social Psychology	3
<i>Cognitive and Affective Aspects of Behavior</i>	
6405 PSYC: Advanced Educational Psychology OR	
6428 PSYC: Cognitive Psychology	3
<i>Human Development</i>	
6406 PSYC: Advanced Developmental Psychology	3
<i>Individual Differences in Behavior</i>	
6407 PSYC: Cultural Psychology	3
<i>History and Systems</i>	
6408 PSYC: History of Psychological Thought	3
Research Methods, Analysis, & Psychological Measurement	
6430 PSYC: Statistics and Research Design	3
7431 PSYC: Advanced Research Design	3
7000 PSYC: Thesis/pre-dissertation research	6
9000 PSYC: Dissertation	12
Professional Development, Ethics, & Practice	
6404 PSYC: Professional School Psychology	3
Total Core Foundation Requirements Psychology PHD	
45 Hours	

Core Requirements Pediatric School Psychology Concentration PHD		Credit Hours
Health Psychology Core		17 Hours
	8001 PSYC: Colloquium in Health Psychology	2
	8002 PSYC: Health Psychology	3
	8404 PSYC: Pediatric School Psychology	3
	8416 PSYC: Psychopharmacology	3
	8994 PSYC: Seminar in Pediatric School Psychology	3
	Approved Health Psychology Elective	3
Pediatric School Psychology Core		45 Hours
	<i>Psychopathology</i>	
	6452 PSYC: Child and Adolescent Psychopathology	3
	<i>Intervention Methods & Evaluation</i>	
	6402 PSYC: School Consultation (see foundation core)	
	6467 PSYC: Psychotherapeutic Interventions with Children and Families	3
	7442 PSYC: Psychological and Educational Interventions	3
	<i>Assessment</i>	
	6409 PSYC: School Assessment I	3
	6410 PSYC: School Assessment II	3
	7411 PSYC: School Assessment III	3
	<i>Educational Foundations</i>	
	6333 PSYC: Applied Behavior Analysis	3
	Approved Educational Foundations Elective	3
	<i>Statistics & Design</i>	
	7433 PSYC: Multivariate OR Approved Stats & Design Elective	3
	<i>Practicum</i>	
	7950 PSYC: Practicum in Therapeutic Interventions w/Children	3
	7951 PSYC: Practicum in Psychoeducational Assessment	3
	8460 PSYC: Health Psychology Practicum (Repeat min. 2 times)	6
	<i>Internship</i>	
	8990 PSYC: Pre-doctoral Internship (repeated, Fall & Spring)	6
Total Health Psychology Concentration Requirements		62 Hours
Total Requirements for Health Psych PHD with Ped SP Concentration		107 Hours

Only graduate-level courses apply toward the doctoral degree. All required courses must be taken and only in very unusual circumstances may substitutions for required courses be made. Such substitutions would require the approval of the Pediatric School Psychology faculty. The sequence of coursework and practica (see Appendix A) is developed to provide a sound academic foundation for practice as well as appropriate opportunities for practicing what is learned in the classroom setting. In addition, the student is sequentially introduced to educational and health settings through applied

exercises and practica prior to the internship experience. Since the program is sequential in nature, little variation is possible in the established course sequence, and full-time study is necessary. Students are admitted for full-time study each Fall within a "cohort" group. This allows for the appropriate sequencing of program offerings and promotes cohesiveness and peer mentorship. Students should refer to the Program Requirements check sheet found in Appendix B to keep track of their coursework.

Sequencing

The following sequencing specifications apply to the fulfillment of the curriculum.

- The statistics and research methods elective cannot be taken until PSYC 6430: Statistics and Research Design and PSYC 7431: Design and Analysis are completed.
- The Psychological Foundations coursework must be completed before the Comprehensive Examination can be completed.
- All degree requirements except for the completion of the dissertation must be completed before enrolling in PSYC 8990: Pre-doctoral Internship.
- The dissertation proposal must have been successfully defended prior to enrolling in PSYC 8990: Pre-doctoral Internship.
- Practica cannot be taken until PSYC 6404: Professional School Psychology is completed.

A typical sequence of course completion is in Appendix A, but the precise program to be followed will depend on the student's past educational experiences. Students entering with a Master's or Specialist degree may have already completed some of the required courses. In addition, in consultation with the student's major advisor and the program director, additional required electives may be deemed critical to complete the Program of Study. These may involve additional coursework in statistics and research methods, or the completion of a certification offered at the University, such as Applied Behavioral Analysis or other individually developed cognate areas. As in other research-focused programs of doctoral study, students in this program may expect to enroll in more than the minimum required credit hours and should be aware that study opportunities that focus on particular areas may add to the basic program requirements. Additional study is individualized and depends on the student's background and graduate preparation as well as the employment role identified for career focus.

Awarding of an MA Degree

Students who enter the doctoral program with a BA or BS may earn a Master of Arts (MA) degree in school psychology. The degree is earned as part of the Pediatric School Psychology concentration of the Ph.D. in Health Psychology program. It is not a terminal practice degree and does not meet the requirements for licensure or certification as a School Psychologist; additional CAS-level courses plus a 1200 hour (minimum) internship are required to earn the CAS (Specialist) degree. (Upon completion of the Ph.D. program in the Pediatric School Psychology concentration, students will earn both a Ph.D. in Health Psychology and a CAS in School Psychology.) The MA requires a minimum of 33 credit hours of instruction and is generally completed in two years. Requirements to earn the MA degree are listed below.

MA in School Psychology degree (33 hours)

PSYC 6402 – School Consultation (3)

PSYC 6404 – Professional School Psychology (3)

PSYC 6405 – Advanced Educational Psychology (3)

PSYC 6406 – Advanced Developmental Psychology (3)

PSYC 6409 – School Assessment I (3)

PSYC 6410 – School Assessment II (3)

PSYC 6430 – Statistics and Research Design (3)

PSYC 6452 – Child and Adolescent Psychopathology (3)

PSYC 6467 – Psychotherapeutic Interventions with Children and Families (3)

PSYC 7000 – Thesis (6)

Advising

Applicants may designate a preferred major advisor during the application/interview process. New students are assigned to a concentration faculty member upon entry into the program, using their stated preferences and match with faculty research interests as guides. Students are encouraged to become acquainted with all concentration faculty during their first year, and to determine if any change in major advisor is desired. Major advisor duties include steering of graduate experiences (e.g., practice, research, & curriculum) and the chairing of the thesis and dissertation committees.

The Program Director remains available to any student for consultation about career concerns, professional issues, and programmatic issues. Students are encouraged to consult with the Program Director at major decision points, including preparing for the comprehensive examination, intending to apply for internship, and preparing for final defense of thesis/dissertation. Students are also encouraged to consult the Program Director should any problem arise during graduate study, although students should feel free to approach any member of the faculty for guidance and assistance as necessary.

Supervised Clinical Experiences

The competent practice of psychology requires that practitioners possess not only knowledge but also skills in the execution of a wide variety of professional activities. The program therefore requires significant skill practice beginning in the first year and extending throughout the program. In all practica, students receive individual practicum evaluations by on-site supervisors based on a specific competencies evaluation instrument. Practicum grades are assigned by university supervising faculty in consultation with on-site supervisors.

All practica experience will be logged using a Department-approved logging/tracking system.

Coursework Practical Skill Development and First Year Field Experiences.

Several of the courses in the school psychology curriculum require students to complete coursework assignments in applied skills and/or applied settings (PSYC 6409, 6410, 7411, 7442). These assignments are designed to teach students practical applications of the course content and to allow students to practice new skills. The supervision of students involved in applied projects will come from the faculty member teaching the

course. First year field experiences consist of an average of two hours per week in activities that are designed to provide initial practice and exposure to a) working with children (e.g., academic tutoring), b) the profession of school psychology (e.g., observation of school psychological services/activities), and c) to schools as systems (e.g., observation of instruction or attendance at a PTA meeting). Students will participate in a series of experiences that have been approved by program faculty and integrated into first year coursework.

School-Based Practica. Two school-based practicum courses are required of each student (PSYC 7950, 7951). The school-based practica consist of two days per week of practice in the public schools throughout the second year. Students are placed in practicum sites selected by the program that will provide a variety of professional school psychology experiences. Students will participate as much as possible in a broad range of services provided by school psychologists. Continuity of learning is provided by assigning students to the same school and supervisor throughout the entire second year. Direct supervision is provided by a fully credentialed, on-site school psychologist. In addition to the on-site practicum activities, students attend weekly seminars conducted by a program faculty member that involve case presentations and content related to practicum activities.

Practicum in Therapeutic Approaches with Children. This intervention-focused practicum provides instruction, practice, and supervision in school-based intervention techniques. This includes individual and group counseling, behavioral problem-solving and development of positive behavioral supports, consultation and team-driven intervention planning, and use of empirically-validated treatment approaches. Students have experience with the appropriate use of data-based problem solving procedures in the initiation, maintenance, and evaluation of on-going interventions. Students also further develop their skills in consultation. To be enrolled in the practicum, the student must have successfully completed PSYC 6402 and PSYC 6467.

Practicum in Psychoeducational Assessment. This practicum is designed to provide experience in psychoeducational assessment techniques and the analysis and interpretation of assessment results. Emphasis is placed on a variety of techniques including standardized instruments, curriculum based assessment, and behavioral assessment. Students enhance their skills in analyzing and reporting the results of psychoeducational evaluations, with an emphasis on developing clear conceptualizations and providing practical and useful intervention recommendations that are based on the data generated during the evaluation. Students learn to integrate their knowledge of evaluation theory and techniques and that of the impact of diverse backgrounds to develop an evaluation report that takes into account the effect of diversity on the evaluation process. To be enrolled in the practicum, the student must have successfully completed PSYC 6409 and 6410.

Health Psychology Practica. At least two semesters of Health Psychology Practicum are required of each student (PSYC 8460). This advanced level practicum consists of 1-2 days per week of practice in a school-based health program, a hospital or clinic setting, or other community agency that serves a pediatric population. These experiences are intended to build upon the basic skills developed in the school-based practica (assessment, consultation and intervention) but with an emphasis on health

related issues/problems in a variety of health care settings. Students are placed in practicum sites selected by the program that will provide a variety experiences and meet their training needs and goals. Direct supervision is provided by fully licensed/credentialed, on-site psychologists. In addition to the on-site practicum activities, students attend weekly university supervision sessions conducted by a program faculty member to review cases and content related to practicum activities. Emphasis is placed on assessment and intervention for common issues that are treated in health care settings. Practicum students also develop a) knowledge of service delivery models within health care systems and b) skill in providing consultative services with a range of health care providers. To be enrolled in the health psychology practicum the student must have successfully completed PSYC 7950 and 7951 as well as any specific prerequisite courses that may be required for a specific advanced practicum. See Appendix C for a listing of current advanced practica sites.

Additional Requirements & Insurance. Some practicum settings (e.g. Pitt County Memorial Hospital & Brody School of Medicine clinics) require that students have a criminal background check prior to beginning practicum. If the background check reveals a history of criminal charges, then a hospital committee reviews whether this history would prevent approval of the student's participating in the practicum. Students should check with the Program Director to determine what preparation is required for each practicum. In addition, some practicum sites require that students carry insurance coverage against liability claims. ECU makes an insurance policy available, and all Pediatric School Psychology doctoral students enrolled in practica are required to purchase the insurance each semester in which they are enrolled in practica. The doctoral program administrative assistant submits a roster of practicum students each semester (fall, spring, summer), and students should provide payment to him/her (checks made out to ECU). Information describing the insurance coverage and exclusions is provided in Appendix D.

The Pre-doctoral Internship

The Internship (PSYC 8990, 12 credit hour minimum) is typically completed during the fifth and/or sixth year of doctoral study. This is a significant period of practical work bridging the student's formal on-campus program with entry into the ongoing practice of professional psychology. The internship site should be chosen carefully, with particular attention to one's long-term professional objectives. The application and selection process should occur in close consultation with one's major advisor. The Program Director's approval as to readiness for the internship must also be granted prior to initiating the application process.

Internship readiness and site selection. Students who wish to apply for internship should write the Program Director no later than October 1 of the year preceding that in which they plan to begin an internship. The student should document that all pre-internship requirements have been met (or anticipated dates when they will be met).

Readiness for internship will be based on the following criteria:

- (a) Successful completion of a thesis project, doctoral qualifying/comprehensive examination, all required coursework except for internship (8990) and dissertation hours (9000), and a successfully defended dissertation proposal;
- (b) Successful completion of (including satisfactory competency ratings by supervisors) a set of organized, sequential practicum experiences spanning different training facilities, including both school and health settings, resulting in the acquisition of a wide range of assessment, intervention, and supervision skills (at least 450 face-to-face hours of assessment/intervention & at least 150 hours of supervision received);
- (c) Contributions to the science of School and Health Psychology through publication and/or presentations of empirical work in professional outlets;
- (d) Evidence of consistent development in core training competencies (academic, research, clinical skills, & professional/ethical behavior) based upon formal annual evaluation data; and
- (d) Demonstration of consistent professional and ethical behavior with a diverse group of people across a range of professional settings based upon faculty and supervisor ratings/observations.

The Pediatric School Psychology concentration requires that students apply only to high quality, full-time (2000 hour), pre-doctoral internships that are consistent with NASP and APA guidelines and those of the Council of Directors of School Psychology Programs (CDSPP). Unless the student has completed a specialist-level school psychology internship prior to entering the program, the pre-doctoral internship must include a minimum of 600 hours of practice in a school setting. Students who want to complete a year-long internship in a non-school setting (e.g., hospital, treatment center, or community setting) that does not allow for a school rotation may do so if they first meet the 600 clock-hour requirement in a school setting. This would be done via an equivalent school-based internship experience. In this case, the pre-doctoral internship will include a minimum of one extra semester.

The faculty does not arrange internships for students. Internships may be sought from internship training sites on a competitive basis through the Association of Psychology Predoctoral and Internship Centers (APPIC) match process. Consult the APPIC website (www.appic.org) for more detailed information about the internship match process. Students have the option of seeking internships in local school districts and agencies as well, if the student can demonstrate that the site is in substantial compliance with NASP/APA criteria for a psychology internship. The Program Director can supply information on these criteria. Internships developed outside of the APPIC system must be approved by the Program Director.

Internship supervision requirements. Supervision allows for a review of the quality of professional work, feedback on psychological strategies and perspectives, coaching on personal and interpersonal relationships, and evaluation of the internship experience. The on-site supervisor must be an appropriately licensed psychologist, is expected to meet with the intern for at least two hours weekly for individual supervision, and must cosign all of the intern's reports. The university training director (typically the

Program Director) must have a doctoral degree with specialization in school psychology, and the Level III School Psychologist license from the Department of Public Instruction or the practicing psychologist license (permanent) issued by the North Carolina State Psychology Board. The university training director will be in contact at least once each semester with the intern and the on-site supervisor. The on-site supervisor and/or training director at the internship is expected to notify the university training director at any time when the intern's performance is inadequate or impaired in any way, or if any problems arise that may affect the student's standing in the program. During the internship, the intern clearly identifies him/herself as a "Psychology Intern" or "Psychology Resident." Competent professional practice during the internship is a requirement for successful completion of the doctoral program.

Internship course requirements. The intern will maintain a log of activities and supervision received during the internship, typically using the Department-approved logging/tracking system. The intern will submit logs monthly to the university training director and will submit a final log of internship activities at the end of the internship. To successfully complete the internship requirement, each intern must complete a minimum of 2000 clock hours, complete all requirements of the internship course (PSYC 8990), receive positive evaluations from the on-site supervisor, and have a satisfactory culminating assessment documenting mastery of the knowledge and skills of an entry-level professional psychologist. Final grades are assigned by the university training director in consultation with the on-site supervisor. Grading in the internship course technically is on a pass-fail basis, although if the final on-site supervisor's evaluation is favorable and the university training director agrees that the internship has been successfully completed, a passing grade (A or B) is assigned. If the final on-site supervisor's evaluation is unfavorable and the university training director agrees, a failing grade (F) will be assigned and no credit hours will be earned.

Research and Scholarship

The Pediatric School Psychology Concentration of the Health Psychology Program is developed using a scientist-practitioner model. Students learn the basic skills of research design and statistical analysis and apply the skills in two major research projects: the thesis and the dissertation.

Thesis Project and Committee. The master's thesis in psychology is a professional research paper that is an example of the student's research and written communication skills. A student typically enrolls for thesis hours across two or three consecutive semesters (minimum of 2 semesters of PSYC 7000 for 3 credit hours each, for a total of 6 hours) in his/her second year. A student would not be making adequate progress if he/she has not assembled a committee and successfully proposed a thesis project by midway through the third year. All students entering without a thesis approved by the faculty must complete a thesis by the end of the third year. In order to successfully complete the thesis, the student must pass an oral examination on the thesis (thesis defense) based on a completed document approved by the committee and submitted in accordance with current ECU Graduate School requirements.

As early as possible the graduate student should identify an area of interest and begin

reading in that area. Although not a requirement, the student will usually find that it is advantageous to choose an area in which the major advisor has expertise. Once the student has found a suitable area for thesis research and a faculty member who is able and willing to provide direction (typically the major advisor), the student should ask that professor to be the chair of their thesis committee. The student, in consultation with the thesis director, will choose a Thesis Committee.

The **Thesis Committee** must consist of at least three faculty members (including the thesis chair). The thesis committee chair is a member of the Pediatric School Psychology concentration faculty and is responsible for directing the student's project. The student, in consultation with the thesis chair, selects the other committee members based on their competencies in the area of the thesis topic, research design or statistical expertise, or other relevant expertise. All committee members must meet requirements for ECU Graduate Faculty status. The thesis committee members provide resource and evaluative functions during the thesis project. The student is responsible for completing and submitting the ECU Graduate School form identifying the committee, thesis topic, and dates of necessary approvals (e.g., IRB). All committee members attend the oral defense, discuss the candidate's performance, and vote regarding the acceptance of the thesis.

Dissertation Project and Committee. This requirement is designed to enable the student to demonstrate his or her competence in research and scholarly endeavors, make an original contribution to the body of knowledge within the field of pediatric school psychology, and develop skills consistent with the scientist-practitioner model. All students are required to conduct an original research project, which adds to the body of knowledge in health psychology, pediatric school psychology, and/or behavioral medicine and to communicate the research in a written dissertation and oral defense of the dissertation within ten years of admission. With endorsement of the Dissertation Committee and the Associate Dean of the Graduate School, students may request one extension of not more than two semesters, summer included. A student typically enrolls for dissertation hours across four consecutive semesters (four semesters of PSYC 9000 for 3 credit hours each for a total of 12 hours) in their fourth and fifth years. Students in the Health Psychology graduate program must defend their dissertation proposal prior to application for their pre-doctoral internship placement (typically November 1st) and ideally should complete all data collection prior to going on internship.

The topic for a dissertation is developed by the student with approval of the Dissertation Committee and should be a health-related area of concern to school psychology. This should reflect an area of interest to the student, ideally related to long-term professional interests. The dissertation should represent original work in the selected topic area and make unique contributions to the field. The student, in consultation with the dissertation chair, will choose a Dissertation Committee to guide the dissertation process. It is important that the Committee reflect the student's research interests and offer competencies that can assist the student's scholarly inquiry. Continuity of members throughout the process is advantageous, and any changes in committee membership should always be made in consultation with the Program Director.

The **Dissertation Committee** must consist of at least five members (including the dissertation chair). The dissertation chair must be from the Pediatric School Psychology concentration, although he or she may co-chair with one of the affiliated Health Psychology faculty if approved by the Program Director. One committee member must be external to the concentration. All committee members must meet requirements for ECU Graduate Faculty status. The dissertation committee members provide resource and evaluative functions during the dissertation project. The student is responsible for completing and submitting the ECU Graduate School form identifying the committee, dissertation topic, and appropriate approvals. All committee members attend the oral defense, discuss the candidate's performance, and vote regarding the acceptance of the dissertation.

General description of the research process. This is an outline of the thesis/dissertation process; students should also consult the Department of Psychology's requirements in the *Graduate Student Handbook* and the ECU Graduate School *Manual for Theses and Dissertations*.

Proposal preparation. Once a topic has been identified, the student works with the chair and committee members, as necessary, to prepare a proposal. The proposal should include an Introduction and Literature Review (including research hypotheses), Proposed Method (including proposed data analysis plan), and References. The proposal should be formatted based upon the most current APA Publication Manual and the Graduate School *Manual of Basic Requirements for Theses and Dissertations* (located on their website: www.ecu.edu/gradschool).

As soon as the proposal has been prepared to the extent that the student and chair feel confident about presenting it for review, a committee meeting should be arranged. Each committee member will receive a copy of the proposal at least one week before the meeting. The time and place of the thesis/dissertation proposal meeting should be posted in the department (typically via department listserv) to permit the public to attend. The student will present the thesis/dissertation proposal. The committee will recommend changes, if any, that need to be made in the design of the study. After approval of the thesis/dissertation proposal, all research must be approved by the University and Medical Center Institutional Review Board (UMCIRB) or the Institutional Animal Care and Use Committee (IACUC), as applicable. Once approval is granted, data collection can begin. The dissertation proposal must be presented to and approved by the Dissertation Committee prior to student beginning application for APPIC Internship Match (typically November 1st of the year of internship application).

Completing the thesis/dissertation research. Following the proposal, the student is responsible for keeping the committee chair informed on progress with data collection and analysis, and, if necessary, should discuss the project with any of the other committee members. Once the project has been completed, the student will begin preparing the final manuscript. Early drafts should be developed by the student in close consultation with the committee chair. These early drafts are usually not shared with other committee members unless so requested or unless the student needs specific advice or help on portions of the manuscript. Refer to the most current APA Publication

Manual and the Graduate School *Manual of Basic Requirements for Theses and Dissertations* for specific guidance on manuscript formatting requirements.

Once a final draft has been approved by the dissertation chair, the student will provide each committee member with the draft at least 7 calendar days prior to the defense. A copy will also be placed in the Psychology Department for public review. The defense may not be scheduled until the final draft has been distributed and must be at least 7 calendar days after its submission. The student is responsible for posting a notice identifying the time and location for the defense. This notice should be sent at least 7 calendar days prior to the defense and should include the title of the thesis/dissertation, the name of the student, the name of the thesis/dissertation chair, and the names of all other committee members. This notice is usually done via email notification to all faculty and graduate students via the ECUPSY-L listserv (address your email to ECUPSY-L@Listserv.ecu.edu).

Defending the thesis/dissertation. The student must complete a final oral examination (referred to as a defense) administered by the Thesis or Dissertation Committee. The first part of the final oral defense is open (the student's presentation), but the remainder is closed with only the master's or doctoral candidate and the committee members present. During the thesis/dissertation defense the student makes a formal presentation of the research problem, hypothesis, methodology, analysis and interpretation of the data, and implications of the findings. Following the presentation, the committee chair will entertain questions for the student from the committee. The committee will then deliberate in private regarding the approval of the student's thesis/dissertation. If approved, the student will make any requested changes and submit the final thesis/dissertation for appropriate signatures.

Depositing the thesis/dissertation. Following the defense, the student must complete any corrections or additions that are indicated by the committee. Once the final draft of the thesis/dissertation is completed, the student should obtain the appropriate signatures from the committee and submit the manuscript to the Department Chair for review and signature. Students should allow at least 7 days for the Department Chair to read and return the thesis/dissertation. The student then takes the signature page to the Dean of the Graduate School and follows The Graduate School's procedures for electronic submission of the thesis/dissertation. The Graduate School will check to see that all the required sections of the thesis/dissertation are included and will give the student a receipt certifying completion of the thesis/dissertation.

The Department Chair requires that a bound copy be provided by the student for the Psychology Department library. It is customary for the student to offer the thesis/dissertation chair a bound copy for his/her personal library. Students must electronically submit their dissertation to the Graduate School at least ten days prior to the last day of classes of the student's final semester if they intend to graduate that semester. A copy of the form used by the Graduate School to acknowledge dissertation completion should be returned to the Program Director to verify that the student has successfully completed the requirement.

Candidates must have a dissertation proposal approved by their dissertation committee prior to November 1st of the year preceding their internship (i.e., the typical starting date of application for APPIC pre-doctoral internships), and students are strongly encouraged to complete their dissertation data collection prior to the internship (usually in the fourth or fifth year of study).

Thesis/Dissertation grading. Students will register for PSYC 7000 for thesis course credits and PSYC 9000 for dissertation course credits. The grade of S will denote satisfactory progress in research; credit hours will be included in overall attempted and earned hours. This will ensure that graduate students making satisfactory progress will remain eligible for federal financial aid for the longest period of time allowable. The grade of U will denote unsatisfactory progress in research; credits will not be earned but credit hours will be included in attempted hours. Upon successful defense of the thesis or dissertation and approval by the Graduate Dean, the grade of R will be assigned by the Registrar's Office upon receipt of the Thesis/Dissertation Acknowledgement Form from the Graduate School. Grades of S, U, and R will carry no quality points and will not be included in the calculation of grade point averages. (Any grade of Q in 7000 or 9000, assigned under the former grading system prior to spring 2011, will be replaced with a grade of R at the time of completion and approval of their thesis or dissertation.)

Comprehensive Examination

The qualifying examination, also referred to as comprehensive exam, is administered to demonstrate competence in various substantive domains of school psychology, particularly those related to core competencies. The development and administration of the exam will be governed by the student's major advisor, with additional faculty members selected to serve as reviewers.

In order to sit for the exam, there are three prerequisites:

- 1) The student's core requirements must have been completed (specifically all MA- and CAS-level coursework with the exception of the specialist-level internship),
- 2) The student must have obtained a minimum cumulative B average in graduate level courses, and
- 3) The student must have submitted a *Comprehensive Exam Proposal and Reference Guide* to their major advisor by April 15th of the year they intend to sit for comprehensive examination.

If a student is admitted into the program with their Specialist degree in School Psychology from a NASP-approved program, including completion of a master's thesis, they may sit for the examination after completing 9 credits of coursework in the doctoral program. The student's major advisor is responsible for ensuring that all core requirements have been fulfilled and will cue the student to initiate the process of preparation for the comprehensive exam.

Comprehensive exam proposal & reference guide. Comprehensive exam questions will be finalized by the major advisor and will cover the following areas: (1) Foundations in the Science & Practice of Psychology, 2) Research Methods, Analysis, & Psychological

Measurement, 3) Professional Development, Ethics, & Practice, and 4) Pediatric School Psychology Core. Prior to sitting for the examination, students must develop and present a proposal and reference guide to the core Pediatric School Psychology faculty. This will include two primary documents: (a) a cover letter to the faculty summarizing both the content and process of study, and (b) a document that outlines the readings (in APA style format) that will be reviewed/studied to help demonstrate competency in each of the broad domains mentioned above, including the subtopics of each domain (see pp. 11 & 12 of this handbook). All readings should come from primary course syllabi including readings that have been recommended but not required for courses, when applicable. Students also are encouraged to search reference lists of primary readings to identify articles that will deepen their knowledge in each area of study. The *Comprehensive Exam Proposal and Reference Guide* will be submitted to the faculty approximately one week prior to a meeting where it will be defended and potentially approved, pending additional comments from the faculty.

Comprehensive exam format and scoring. Students will be allotted two days (8 hours each day) to complete the examination. Each day, students will be asked to complete up to 3 questions chosen randomly from each area but deemed critical to the knowledge base of a pediatric school psychologist. Exam questions will be designed to assess the four previously mentioned areas and sub-areas (see pages 11-12), but emphasis will be placed upon the student's ability to integrate knowledge across domains and to apply his or her knowledge to practice issues. The student will be allowed to bring to the exam one 8.5 x 11 paper with a list of key references, but no other materials. Each student will have a computer that allows access solely to a word processing program. A faculty or staff member will proctor the exam.

Upon completing the exam, the Program Director will randomly assign two faculty members to review each exam. Faculty reviewers will use a scoring rubric to score each exam response as 0 – *Limited Knowledge & Competence*, 1 – *Satisfactory Knowledge & Competence*, or 2 – *Exceptional Knowledge & Competence*. Blind scoring will be used when possible. The student must receive a passing score (1 or 2) from both faculty members on a given domain; if only one faculty member scores a response as 0, a third faculty reviewer will read and score the response to finalize the decision. If the student does not receive a passing score in a domain, they will be required to re-take that area of the examination. If more than half of the questions are failed, the student must retake the entire comprehensive exam. Once scoring is complete, the major advisor will integrate feedback from all raters to provide a summary for the student. It is expected that the student will receive feedback on his or her exam within 14 days of administration from his/her major advisor.

V. CULMINATING ASSESSMENT

Competent practice as a school psychologist requires the integration of knowledge and professional skills across the school psychology practice domains. Students are required to undertake a number of evaluations of their learning outcomes at or near the end of their training. The purposes of these evaluations include meeting licensure requirements and evaluating program effectiveness.

Culminating Assessment: The Portfolio

Students must complete a portfolio for their final evaluation during the internship year that demonstrates their ability to perform skills at the beginning practice level. The portfolio forms one basis for the final grade in the internship and successful completion of the program. The curriculum is designed to foster the achievement of the training competencies identified by the program training goals and philosophy stated earlier. Students are required to compile a portfolio demonstrating their competency in basic practice areas in pediatric school psychology by the end of internship. The documentation consists of work samples developed during the training program, with an emphasis on activities and artifacts developed during internship. These documents are selected by the student and represent one's best work. Each portfolio will be reviewed by a team of at least two Pediatric School Psychology faculty members.

The overall portfolio will be evaluated on the following bases: (a) Completeness of materials; (b) Professional appearance and organization; (c) Content and clarity of written communication; (d) Adequacy of evidence of competency in program training objectives. Each required component will be scored as "at standard, below standard, or exceeds standard." A rubric will be provided to evaluators for the purpose of evaluating each artifact. There must be evidence in the portfolio of measuring the positive impact of school psychological services on children and families.

The portfolio is due one month prior to one's expected graduation date, although students may be required to turn in drafts for feedback during the internship course. A more detailed description of the portfolio appears in Appendix E.

School Psychology Specialty Examination (PRAXIS)

As part of the culminating assessment, students must also complete the School Psychologist Specialty Examination (PRAXIS II Series, 0401, administered by the Educational Testing Service). This examination is used by the State of North Carolina (as well as many other states) as a requirement for Department of Education licensure. This examination is also required by the National School Psychology Certification Board as one requirement for national certification. Each student is required to complete the School Psychologist Examination (PRAXIS) prior to the end of the internship. Copies of the scores should be sent to ECU for use by the licensure office in recommending you for Department of Education licensure. A copy of your scores must also be given to the Program Director prior to graduation. These scores are aggregated by cohort for use in program evaluation. Further information about this examination, including registration information, is available at www.ets.org/praxis.

VI. LICENSURE AND CERTIFICATION

North Carolina Board of Psychology Licensure

The curriculum of the Pediatric School Psychology concentration of the Health Psychology Ph.D. program was developed following the North Carolina Board of Psychology guidelines for licensure for independent practice. That said, no training program can guarantee that its graduates will obtain licensure. Students who are interested in seeking licensure by the North Carolina Board of Psychology (or a Board of

Psychology in another state) are encouraged to become familiar with the requirements of the respective Board to ensure that they will complete all the necessary requirements for licensure in the respective jurisdiction. More information about licensure can be obtained from:

North Carolina Board of Psychology
895 State Farm Road, Suite 101
Boone, NC 28607
(828) 262-2258
www.ncpsychologyboard.org

Association of State and Provincial Boards of Psychology
P.O. Box 241245
Montgomery, AL 36124-1245
(334)-832-4580
www.asppb.org

Department of Public Instruction School Psychology Licensure

Graduates of School Psychology training programs that are approved by the N.C. Department of Public Instruction (DPI) qualify for DPI licensure after successfully completing the PRAXIS examination.

The basic qualifications for DPI Licensure as a School Psychologist in North Carolina include:

- Completion of a Specialist degree in School Psychology (minimum 60 semester hours)
- Completion of a 1200 hour (minimum) internship, including hours in a school setting
- Score on PRAXIS School Psychology Specialty Test at the current passing level

Consult the Department of Public Instruction website for more information:
www.dpi.state.nc.us/employment.

National Certified School Psychologist

The National Association of School Psychologists (NASP) created the National School Psychology Certification System for the purpose of credentialing school psychologists who meet a nationally recognized standard. This credential is open to members of NASP as well as to non-members. Completion of specialist- or doctoral-level training and successful completion of the National School Psychology Examination meets the educational qualification for the credential of Nationally Certified School Psychologist (NCSP), which allows for greater employment mobility in different states. Persons who successfully meet the credentialing standards are entitled to use the designation Nationally Certified School Psychologist (NCSP).

For further information, contact:
NASP Certification Department
cert@naspweb.org

(866) 331-NASP or (301) 657-0270

National Register of Health Services Providers in Psychology

Students graduating from the doctoral program in psychology may be eligible for Health Service Provider status. Health Service Provider in Psychology is defined as a psychologist, certified/licensed at the independent practice level of his/her state, who is duly trained and experienced in the delivery of direct, preventive, assessment and therapeutic intervention services to individuals whose growth, adjustment, or functioning is impaired or demonstrably at high risk of impairment.

Requirements for inclusion in the National Registry include:

1. Currently licensed or certified by the State Board of Examiners of Psychology at the independent practice level of psychology.
2. A doctoral degree in psychology from a regionally accredited educational institution.
3. Two years of supervised experience in health service in psychology, of which at least one year is in an organized health service training program, and one year is postdoctoral.

Additional information may be obtained from:

Council for the National Register of Health Service Providers in Psychology
1120 G Street NW - Suite 330
Washington, DC. 20005
(202) 783-7663

VII. ADMISSION, RETENTION AND STUDENT EXPECTATIONS

Admission

The Pediatric School Psychology concentration admits a select number of students each year who are judged by the faculty to have excellent potential for success as doctoral-level school psychologists. In selecting students for admission to the program, the faculty attempt to bring together a group of students who reflect a diversity in background, life experiences, and demographic characteristics. In accordance with University Policy, the program does not discriminate against applicants or students on the basis of race, religion, color, creed, national origin, gender, age, sexual orientation or disability. Regular admission to the program is contingent upon meeting all requirements of the Graduate School and being recommended for admission by the Pediatric School Psychology faculty. The program strives to admit students who meet the criteria for regular admission, but no single criterion is used to determine admission to the program. The Program Director and faculty members will make the final determination for acceptance. Applications should be made by January 1 for fall admission.

Criteria for regular admission include:

1. Completion of a bachelor's degree in psychology, education, child development, or a closely related degree. Students must have a common core of undergraduate psychology courses including introductory psychology, statistics, and psychology research methods. Students may be admitted with deficiencies, but these deficiencies must be met by appropriate undergraduate course work that will not count toward the graduate degree. Additional coursework in learning, developmental, physiological psychology, and tests and measurements is recommended;
2. An overall GPA of at least 3.2 on a 4 point scale;
3. Graduate Record Examination scores taken within the previous five years. Accepted students typically have GRE combined scores of 1100 or above (old scoring system)/312 or above (new scoring system);
4. Three letters of reference, two of which must be from psychologists (typically the applicant's former professors);
5. Completed ECU Graduate School application (www.ecu.edu/gradschool);
6. Completed personal statement outlining the applicant's professional goals, reasons for pursuing training in School Psychology with a pediatric/health psychology emphasis, and how both the applicant and program will benefit from the applicant's admission to the program.
7. Evidence from application materials that the student has the requisite dispositions to be successful in the program and to practice effectively as a professional psychologist. These dispositions include a commitment to the profession, a reflective approach to personal strengths and weaknesses, ability to work collaboratively with others, ability to accept constructive feedback, responsibility, and academic motivation.

Transfer of Previous Coursework

The program is designed to ensure that all students graduate with a uniform set of knowledge, skills and professional dispositions that will lead to good psychological practice. The selection and sequence of courses has been arranged to provide a strong and comprehensive curriculum and also be consistent with accepted curriculum in professional psychology. Students who have previously completed graduate coursework elsewhere may be eligible to substitute coursework with approval of the Program Director. The responsibility for initiating the exemption process rests with the student. All requests for substitutions must be made to the Program Director in writing, not later than the end of the second semester of study. The request must include copies of transcripts listing the course(s) and a copy of the syllabus used in the course. The Program Director will determine whether the course may be substituted. The following factors will be considered in making the substitution decision:

1. The quality of the institution and department where the course was taken;
2. The student's ability to discuss and apply the content of the course;
3. The similarity of the course syllabi, textbook(s), and other materials compared to the course at ECU;
4. The grade received by the student (only courses with a grade of B or higher are acceptable for substitution. Courses taken on a pass-fail

- basis at another institution may not be substituted).
5. When the course was taken; ordinarily, the course should not have been taken more than five years prior to the student's enrollment in the Pediatric School Psychology Concentration;
 6. The course(s) must be clearly identified as graduate level;
 7. Practicum coursework may not be exempted except for those students who completed practica as part of a NASP-approved program in school psychology.
 8. No course credit toward these degrees is awarded for undergraduate course work, remedial study courses, or workshops.
 9. Graduate School requirements do not allow courses taken to fulfill the requirements of one Master's degree to be used to fulfill the requirements of a second MA degree.

Up to 20 percent of the credit hours in the program may be earned in a different but regionally accredited institution. Graduate-level course work taken elsewhere is not automatically applicable to the Health Psychology doctoral degree program at East Carolina University. Exemption from didactic coursework at ECU does not exempt one from answering questions in this content area on the Qualifying/Comprehensive Examination.

The departmental recommendation for transfer credit must also be submitted for approval by the Graduate School. Ordinarily the Graduate School will approve the application of graduate course transfer credit only if: (1) the department so recommends; (2) the graduate credit was earned at a regionally accredited institution; (3) the student was admitted to a formal graduate degree program at the time the credit was earned with a minimum final course grade of B; and (4) the credit can be satisfactorily incorporated within the applicable time frame for completion of all degree requirements. Official transcripts which will provide adequate evidence to support such petitions must be supplied.

Students may enroll at other regionally accredited graduate-level institutions for course work which is applicable to the program provided they have obtained permission in advance from the Program Director, major advisor, the department chair, and the Dean of the Graduate School. Forms for permission to take course work elsewhere may be secured from the ECU Graduate School office. Such transfer work is included in the 20 percent maximum application of such credit to the degree program.

Residency Requirement

The East Carolina University residence requirement for a graduate degree program is met when a student has earned at least eighty percent of the required degree credit for his or her program through enrollment in courses offered by East Carolina University. Residency requirements must be completed prior to admission to doctoral candidacy.

Enrollment Policy

Students are accepted only in the Fall and only for full-time study. Full-time status at the University is a minimum of 9 hours per semester, although in many instances students will take up to 12 hours per semester. No more than 15 semester hours of work

may be taken in any one semester without the written permission of the student's major advisor and the Program Director. Full-time enrollment allows students to develop supportive relationships with peers, immerse themselves in the academic experience, and provides a more consistent educational experience.

It is expected that employment, assistantships, and/or volunteer work will not interfere with the student's normal progress through the program. Students must be continuously enrolled while pursuing their degree and must enroll in courses as sequenced by the program to ensure an integrated learning experience. A leave of absence or limited part-time study may be permitted in unusual circumstances with the permission of the Program Director. Any student who interrupts his or her graduate program by not registering for courses on or off campus during any one semester of the regular academic year (Fall and Spring) must apply for readmission before being allowed to resume graduate work. Applications for readmission are to be made on forms furnished by the Graduate School. These applications should be presented to the Graduate School at least one week prior to the opening of registration for the semester or summer term in which the student wishes to resume graduate work. Graduate degree students who do not enroll on or off campus during the semester or summer term to which they were admitted must file an updated application. Forms can be obtained from the Graduate School.

Disability Support Services

ECU is committed to creating an environment respectful of diversity and offering the promise of educational opportunity to all. The Department for Disability Support Services (DSS) is responsible for ensuring that individuals with disabilities have access to reasonable accommodations and services. Registration with DSS is required if the individual wishes to access reasonable accommodations.

The office is located in Slay 138, and is open Monday through Friday, 8:00am – 5:00pm. E-mail: dssdept@ecu.edu
Phone: 252-737-1016; Fax: 252-737-1025

Basic Student Expectations

Satisfactory Course Grades. Students must maintain a cumulative B average (3.0 or above on a 4.0 scale) while enrolled in the doctoral program, based on semester hours of A graded work equal to or exceeding semester hours of C work. If the cumulative average falls below B, the student's program is subject to termination. However, at the discretion of the department, one or two semesters of additional course work may be allowed to bring the cumulative average to a B or better. No grade less than B in a graduate-level course may be used to satisfy any part of the minimal credit hours required for the PhD degree. A grade less than B in a course defined by the department as being essential for the doctoral degree must be remediated and, at the department's discretion, might result in program termination.

Ethical Conduct. Ethical behavior is one of the cornerstones of effective practice as a psychologist. Students are expected to adhere to the current versions of the National Association of School Psychologist's Professional Conduct Manual and the

American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. Guidelines for academic integrity and student conduct are outlined in the ECU Student Handbook, and students should be familiar with these standards. Violations of these codes will result in dismissal from the program. In addition, students are expected to adhere to the relevant policies and procedures for human subject protection of the ECU Institutional Review Board. You are encouraged to consult a faculty member if you have concerns about ethical issues or the ethical behavior of others. The program emphasizes the role of personal responsibility of psychologists and psychologists-in-training and encourages critical introspection.

Respect for Diversity. Because school psychologists work with persons from a wide variety of backgrounds, it is imperative that those who aspire to become school psychologists exhibit an appreciation for diversity of ideas, cultures, and backgrounds. The program expects that students will be respectful and supportive of individuals (including, but not limited to clients, colleagues, coworkers, and faculty) who are different from themselves in terms of sexual orientation, race/ethnicity, national origin, age, sex, religious preference, or disability. We encourage personal introspection and discussion of values and beliefs in a supportive environment. Although the program faculty recognizes the constitutional right of free speech, it will not support behaviors which are judged to be highly intolerant and/or incongruent with effective learning or practice of psychology.

Professionalism and Personal/Emotional Competence. Students are expected to develop and exhibit professional and personal behaviors that are consistent with their role as health services providers. Students must demonstrate an increasing mastery of applied skills in the practice of psychology. Students must display professional behavior in all training activities, including but not limited to classroom, practica, and internship settings. Students must ensure that any cognitive/emotional/ behavioral impairment does not adversely affect client welfare or the training process. Students experiencing personal difficulties are encouraged to seek the guidance and support of their Major Advisor or the Program Director as needed. Students should keep the program informed of any situation that is likely to affect their ability to complete program responsibilities.

On-Line Personal and Professional Image. Doctoral students are reminded that on-line communications and personal web pages are often readily accessed by potential employers and community members from all walks of life. Although the program has no desire to restrict your freedom of speech, be aware that ill-considered or unprofessional posting could have longtime adverse effects. Personal web pages and social networking sites such as Facebook.com should be regularly examined by students to minimize any unwanted images, announcements, or posted information that would reflect poorly on their professionalism, the training and profession of psychologists, the training program, and/or the university. If you have any questions about “safe” internet practices, do not hesitate to contact your Major Advisor.

Evaluation of Student Progress

Faculty members assume the responsibility for placing highly trained professionals in the mental health field. Annual evaluation provides an important opportunity to give

students constructive feedback and to identify early any problems that may require an individualized remediation plan. Students are asked by the Program Director to submit an Annual Student Report Form at the end of the Spring semester (typically due in June each year), which documents both cumulative progress and special achievements from the past year. Student progress is assessed each year by the Pediatric School Psychology faculty. This annual review includes review of:

- a) course grades and overall academic progress,
- b) evidence of development and timely progression with research requirements,
- c) field supervisor ratings of skills and professional dispositions/behaviors noted in practicum or internship work, if applicable,
- d) faculty ratings of professional dispositions/behaviors consistent with the training goals and objectives presented earlier,
- e) feedback from Graduate Assistantship supervisors regarding performance and professionalism, and
- f) any other pertinent information deemed relevant by the faculty.

A summary of each student's progress is then presented by the Program Director for review by the departmental faculty so that any additional information can be noted. Following the annual departmental review of graduate student progress, each student meets with the Program Director or their Major Advisor to review results of the annual evaluation. Each student also receives a written letter documenting their progress, a copy of which is placed in his/her academic file. Students who are not making adequate yearly progress will be recommended for a program-level remediation plan to address areas of concern. Failure to meet the specifications of the remediation plan will result in consideration for additional remediation or for dismissal from the program. A student who is dismissed from the program has the right to appeal the decision as specified in the Graduate School Policies.

Most courses also support peer feedback or supervision in addition to faculty feedback regarding performance, and students receive detailed supervisory feedback during practica and internship. Each student's progress is reviewed prior to being approved for internship application, and students must have successfully completed all coursework, had satisfactory ratings on practicum performance, completed the departmental examination requirement, defended the thesis, and proposed the dissertation prior to beginning internship. A final evaluative component is faculty review of the Culminating Assessment, a portfolio of work required at the completion of the internship (See section above regarding Culminating Assessment).

Students may be dismissed from the program for the following reasons:

1. Failure to maintain minimum academic standards or complete coursework in a timely fashion;
2. Lack of mastery of applied skills in the practice of psychology;
3. Unsatisfactory performance in practicum or internship;
4. Academic dishonesty;
5. Criminal misconduct;
6. Unethical or unprofessional conduct;
7. Cognitive/emotional/behavioral impairment that affects client welfare or

the training process.

If the recommendation is for termination, a conference will be held with the Program Director, the department chair, and the student. The department chair will notify the Dean of the Graduate School who will officially notify the student by letter (copy to the Major Advisor of the student) that his/her program must be terminated.

Student Appeals

The Department of Psychology recognizes that it has an obligation to promote positive relationships among faculty, students and staff. Disagreements or differences of opinion may occur during the educational process; the Department provides these guidelines in order to promote the resolution of these issues in a constructive fashion. These procedures are guided by relevant University policies and the guidelines published by the American Psychological Association. These include:

Ethical Principles of Psychologists and Code of Conduct

1.04. *Informal Resolution of Ethical Violations.* When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

Guidelines and Principles for Accreditation of Programs in Professional Psychology Domain E. Student-Faculty Relations. The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' education experiences.

1. The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA Ethical Principles of Psychologists and Code of Conduct.) The program has an obligation to inform students of these principles and of their avenues of recourse should problems with regard to them arise.

Informal resolution. Informal resolution, in which the student talks directly with the faculty member, staff member or student with whom they have a dispute, is generally the more desirable and preferred approach to resolving conflicts. Most disputes can be resolved by this process, and this informal procedure should be utilized before following the formal Departmental procedure described below. It is also recommended that a student follow this procedure before filing a formal grievance with the Graduate School. Utilize the informal resolution approach in these situations:

Concerns regarding evaluation of performance in a specific course, issues related to advising and/or mentorship, or interpersonal conflicts with faculty or other students. The student should speak first with his or her course professor, major advisor, faculty member, or fellow student in an attempt to resolve any

disagreements. If the student perceives that speaking directly to the person of concern causes a safety risk, the student may consult their Program Director for assistance. The Program Director will assist the student, preferably by facilitating a discussion between the student and the faculty, staff or student. The Program Director may also discuss the situation directly with the faculty member, staff or student involved to promote a solution that is agreeable to all parties. Concerns not resolved with the faculty member or program director may be addressed to the chair.

Concerns related to assistantship duties (such as climate, hours, or requirements). The student should speak first to the faculty GA supervisor. If the student does not feel comfortable taking this step, the student should consult with their Program Director. Should the informal discussion not lead to a resolution then the student should communicate the concern to the Director of Graduate Assistantships. If the Director of Graduate Assistantships is the subject of the complaint, then the student should contact the Department Chair. At this point, the Director of Graduate Assistantships or Chair would speak with the faculty member, either individually or with all parties concerned. The goal is to find a satisfactory resolution, keeping in mind reasonable expectations of both faculty and students. Concerns not resolved with the faculty member or program director may be addressed to the chair.

Departmental Formal Appeal/Grievance Process. The Departmental Formal Appeal/Grievance Process is implemented in the following situations:

a) If an informal resolution of the student's concerns is not successful

In this situation students should submit a written complaint to the department chair. If the department chair is a subject of the complaint, then the appeal is to be submitted directly to the Dean of the Graduate School.

b) Appeals concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward a degree, or dismissal from the graduate program

A student who wishes to appeal a program-level decision should submit a written appeal to the Department Chair, providing a detailed statement of the basis for the appeal, as described below, and a perceived remedy. Formal written complaints should include: 1) identification of the individual or organization entity of concern; 2) the date or time-frame of the alleged incident; 3) the specific allegation and rationale justifying the complaint; 4) evidence in support of the allegation and/or justification of the complaint; and 5) perceived actions that would constitute a fair redress of the grievance. Students may be asked to meet with the administrator to clarify the complaint or provide further information. Formal complaints and the written administrative response will be maintained on file in the Psychology Department.

Upon receiving the written complaint, the Department Chair will review the materials and interview the individual parties involved. If the chairperson determines that the complaint is the responsibility of the Department, he or she will interview all parties concerned, secure any additional relevant documents, and try to seek a conciliatory solution. The Department Chair will communicate the recommend solution to the student who brought the concern as well as others involved in the dispute. If the

resolution suggested by the Department Chair is not acceptable to the student, the chair may form a committee constituted as follows: one faculty member recommended by the student, one faculty member recommended by the other party involved, and one full-time faculty member of the Department of Psychology selected by the Department Chair. This latter faculty member shall serve as the chairperson of the grievance committee. The committee will interview all parties concerned, secure any additional relevant documents, and make a written recommendation to the Chair within 10 calendar days. The Department Chair will notify the parties of the committee recommendation and will advise the student of the procedure available to appeal the decision. Should this resolution not be satisfactory to the student, then the student may file a formal grievance to the Graduate School using the Graduate School Appeals/Grievance Procedure.

Detailed information about the appeal policies of the ECU Graduate School can be found at: Graduate Student Appeals Procedure, <http://www.ecu.edu/cs-acad/gradschool/Student-Grievance-Procedure.cfm>
Graduate Student Grade Appeal Procedure, <http://www.ecu.edu/cs-acad/gradschool/Graduate-Student-Grade-Appeal-Procedure.cfm>

Other Formal Grievance Processes. In cases of sexual harassment, sexual misconduct, or racial discrimination, students may report the conduct directly to the ECU Office of Equal Opportunity & Equity, Suite G 406 Old Cafeteria Complex, phone 252.328.6804.

Students who desire to appeal the assignment of final course grades shall follow the Graduate School grade appeals process as found in the current Graduate School Catalog. Graduate Student Grade Appeal Procedure, <http://www.ecu.edu/cs-acad/gradschool/Graduate-Student-Grade-Appeal-Procedure.cfm>

If a dispute arises from an issue that is covered under the university's Academic Integrity Policy, the process for resolution that has been established for appealing academic integrity violations must be followed. See: http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm

Graduation Requirements

- (a) Complete required courses, research, practica, and other requirements, in accordance with the individual student's Program of Study approved by the Pediatric School Psychology concentration faculty.
- (b) Maintain overall grade point average of at least 3.0 throughout the program.
- (c) Satisfy the ECU residence requirement by earning at least eighty percent of the required degree credit for his or her program through enrollment in courses offered by ECU.
- (d) Complete at least two consecutive semesters in residence prior to admission to candidacy.
- (e) Satisfactory completion of the comprehensive exam within five years of matriculation.

- (f) Approval of the dissertation by the Dissertation Committee. The dissertation must be in a form acceptable to the Department of Psychology and the Graduate School.
- (g) Satisfactory performance on the oral defense of the dissertation.
- (h) Written dissertation and oral defense of the dissertation within ten years of admission.

Applying for Graduation. Students must apply for graduation at least one semester before all degree requirements are completed. The Graduate Graduation Application form is available on the registrar's Office page, under "Requested Forms" (<http://www.ecu.edu/registrar/>). All graduation applications should be returned to the Graduation Services office, located in room 108 of the Whichard Building. These forms can be returned in person, emailed as a scanned PDF attachment, or completed online. At the time of graduation, the student must ensure that all fees have been paid and that all outstanding debts to the University (library fees, overdue books, parking violations, etc.) have been cleared. Failure to do so may delay clearance for graduation.

East Carolina University graduate students are required to be registered the semester they graduate. Students that have completed their degree requirements (dissertation submitted and approved by graduate school, incomplete grades removed) by the published commencement date will be certified for graduation in that semester. Students finishing degree requirements after the commencement date will not be allowed to graduate retroactively.

Student Program Surveys. Students are asked to complete an Annual Student Survey each year for the purposes of providing feedback and suggestions for program improvement. This is completed anonymously online, and a summary reviewed by the Pediatric School Psychology faculty and student representatives. Historically student input has prompted positive program changes. In addition, students are asked to complete additional surveys at the time of graduation and for seven years thereafter. Before graduation, but during the semester of graduation, graduate students are requested to complete an *ECU Exit Survey*, and following graduation, a *Pediatric School Psychology Alumni Survey*. These are important sources of information that are used by departments for graduate program review and accreditation purposes. Graduate students who are expected to graduate will be contacted by email and asked to log into OneStop and complete the Exit Survey. Alumni are asked to keep the Program Director apprised of current contact information so that the Alumni Survey can be sent. It is important for program improvement, and for accreditation purposes that we know of your psychology licensure status, employment, and professional accomplishments.

VIII. PROFESSIONAL INVOLVEMENT

The Pediatric School Psychology Concentration encourages students to become involved in professional and academic activities to the fullest extent possible.

Professional Organizations

Students are encouraged to become professionally involved in organizations such as the American Psychological Association (APA), American Psychological Society (APS),

Society for Behavioral Medicine (SBM), American Psychosomatic Society (APS), Health Psychology Division of the APA (Division 38), Society of Pediatric Psychology of the APA (Division 54), School Psychology Division of the APA (Division 16), National Association of School Psychology (NASP), North Carolina Psychological Association (NCPA), North Carolina School Psychology Association (NCSPA), Association of Black Psychologists (ABP), and Southeastern Psychological Association (SEPA). Attendance at meetings of these organizations will also facilitate one's growth as a psychologist. Many of these organizations offer reasonable rates for student membership, as well as funds for travel to their conferences.

Department & Campus Organizations

There are several campus organizations that students can become involved with that can promote professional development, academic enrichment, and student camaraderie.

Psychology Graduate Student Organization (PGSO). Graduate students in the Department have an informal group that encourages camaraderie, provides support, and acts as a conduit for graduate students concerns and suggestions for the Department. The student-led group usually has an organizational meeting in early September, and is open to all Psychology graduate students.

Privateer Program. The purpose of the Privateer Program is to initiate each cohort year with a community service event to engage the doctoral program in community programming. Doctoral training is a privilege, and participation in the community is a small way of symbolically and fundamentally "giving back." The Privateer Program was initiated in the 2008-2009 school year. All students and faculty are invited to participate, but this is entirely voluntary and meant to offer our faculty and students an opportunity to serve together. Examples of events and activities sponsored by the Privateers Program include the provision of gift bags and pirate games for the children at Pitt County Memorial Hospital, Pirate Party at Caswell Center (for persons with developmental disabilities), Christmas gifts for children at the Little Willie afterschool program and tutoring center, fund-raising post-earthquake in Haiti, and gathering of school supplies following the tornado in Greene County. The Privateers may also identify and address health-related needs in the community (such as diabetes education in the rural town of Snow Hill, NC). Contact the Program Director for the name of the current leader of the Privateer Program if you would like to get involved.

Graduate Student Advisory Council (GSAC). One representative is elected from each department. This council meets monthly and serves as a forum for students to present matters of concern to the Graduate School. The GSAC sends a representative to the Graduate Council and to two standing committees of the Graduate School.

Honor Societies

Psi Chi is the National Honor Society in Psychology and is affiliated with the American Psychological Association. *Psi Chi* is also a member of the Association of College Honor Societies. The purpose of *Psi Chi* is to advance the science of psychology and to encourage, stimulate, and maintain the scholarship of its members. Undergraduate and graduate students who have demonstrated a strong academic record are eligible for

national membership. There is a one-time lifetime national initiation fee. Graduate students are encouraged to become active in the local chapter's activities. The national organization offers prizes for both graduate and undergraduate research papers at regional conventions. Details of these competitions, Psi Chi regional and national conventions and programs, and local chapter activities are announced in the *Psi Chi Newsletter*, which is published quarterly and are available in the Psychology office.

Phi Kappa Phi is a National Honor Society recognizing outstanding students in the arts and sciences. Election to membership in the organization reflects the highest academic honor at East Carolina University. Students must normally be in the top 10% of their graduate programs in order to be nominated. Nominations occur in both Fall and Spring.

Colloquia and Grand Rounds

The ECU Health Psychology Grand Rounds Series is a program designed to provide a forum for leading experts in the field of health psychology and other health-related fields to interact with the students and faculty of the ECU Health Psychology Program via a formal presentation and informal discussion hours. ECU psychology faculty and students will also be using the series to present information on their ongoing projects. Graduate students are strongly urged to attend.

IX. FINANCIAL SUPPORT

At the present time (and barring financial exigency of the state of North Carolina), during the first 4 years of training, all students in the Ph.D. program will receive a monthly stipend for 9 months, full tuition waiver for fall and spring courses, and health insurance. However, University fees are the responsibility of the student.

Fees

For the Fall semester, 2011, University fees will be \$1008. Spring fees are likely to be comparable. Additional student expenses include student liability insurance (\$16 per semester; payable for fall, spring, and summer if enrolled in practica), and Time2Track membership to document clinical training hours (for approximately \$32 per year). Some practicum settings require criminal background checks. When these are required, students need to pay their cost.

Health Insurance

Student health insurance is available at no cost to all doctoral students. (Doctoral students, participate in the campus student health plan, not the BCBS plan for post-docs.) Any option for dependent coverage, if available, must be paid by the student.

At the time of registration when you receive the insurance message to "opt in or out," you should select "opt in" (unless you want to retain any existing private coverage). Doctoral students with graduate assistantships that have been identified by the academic department for the Graduate School are coded in Banner so that the insurance fee is waived for the student.

Graduate Assistantships

Graduate assistantships offer opportunities for the student to work with faculty members who are conducting research projects, teaching undergraduates, or engaged in departmental or community service projects. The student's responsibility is the provision of teaching, research support, or clinical services whereby the student is paid for his/her time. These activities are completed based on pre-specified contracted services for time via East Carolina University policy. A full time graduate assistantship (20 hours per week - fall & spring semesters) will be worth a minimum of \$15,000. Departments may opt to pay their assistants at a higher rate by using one source or multiple sources of funds. More specific information is not available until offers of admission are made each Spring because new grants are always being received and financial conditions change.

Following are assistantship definitions prepared by the Graduate School:

- Assistantship. An arrangement in which financial support is given to a graduate student who performs specific services (see definitions of assistantship types below) in furtherance of his/her graduate education.
- Graduate Assistant (GA). An arrangement in which financial support is given to a graduate student who may provide a wide variety of services related to academic and programmatic support. GA responsibilities may be administrative in nature such as academic advising, program planning, advising student groups, and assisting with the administration of student services offices. GA responsibilities may also be academic in nature such as: (i) grading examinations, problem sets, and/or laboratory assignments, (ii) setting up displays for lectures or laboratory sections, and (iii) preparing or maintaining equipment used in laboratory instruction.
- Graduate Research Assistant (GRA). An arrangement in which financial support is given to a graduate student who performs thesis/dissertation research of a type that is required from all candidates for the degree. The student is expected to devote considerable time on research that is academically significant and directed by a faculty advisor. Often the faculty advisor is a principal investigator working on an externally-funded grant/contract.
- Graduate Teaching Assistant (GTA). An arrangement in which financial support is given to a graduate student who provides academic program support under the supervision of a faculty member. GTAs may assist faculty in teaching undergraduate courses, including laboratory teaching assignments, or in providing other appropriate academic assistance such as: (i) grading examinations, problem sets, and/or lab assignments, (ii) setting up displays for lectures and laboratory sections, and (iii) preparing or maintaining equipment used in instructional laboratories. Note: To be eligible for a graduate teaching assistantship, the student must have satisfactorily completed a minimum of 18 semester hours of graduate course work in the field in which instruction is given, receive in-service training, be under the direct supervision of an experienced faculty member in the field, and be evaluated each semester.
- Partial Assistantship. An arrangement in which financial support is given to a graduate student appointed as a part-time GA, GRA, or GTA. For example, in

return for half the service expected of a regular assistant, the student receives half the regular stipend.

To be eligible for an assistantship, students must be accepted into the doctoral program in Psychology, be currently enrolled for at least one graduate psychology class, and maintain a 3.0 GPA or higher. No three-quarter or higher FTE state employee may hold a graduate assistantship. Students are ineligible for assistantships if they are not registered by census day. Census day is defined as the day that enrollment is captured and, concurrently, how ECU's funding is awarded. A good rule of thumb to follow is to make sure that anyone on an assistantship is registered on or before the last day to add classes each semester.

ECU Graduate School and the Department of Psychology policy is that those receiving funding as Graduate Assistants should not work more than twenty hours per week during the academic year and are limited to thirty hours per week in the fall and spring semesters in any combination of appointments – assistantships, self-help, College Work Study, other paid positions at ECU. Foreign students are limited to twenty hours per week, no exceptions (this is a federal requirement). During first and second summer sessions, all graduate students are limited to thirty-eight hours per week. Requests for exceptions to the 30-hour rule must be made via petition to the Director of Graduate Assistants and the Graduate School.

The assistantship always spans the entire semester from registration to the last day of final exams, inclusive. Students should therefore plan on being present on campus and fulfilling their assistantship requirements during this entire period. All assistantships require a signed contractual agreement between the graduate student and the Psychology Department. Any revocation of the contract by the graduate student without expressed agreement of the student's Program Director, Director of Graduate Assistants and consent by the Department Chair will result in forfeiture of assistantship eligibility. Additionally, students must inform the Director of Graduate Assistants if they are engaged in part-time or full-time employment within or outside of the University setting. Assistantships may be available in departments outside of Psychology for students who are unable to obtain an assistantship within the department. No full-time state employee may hold a graduate assistantship.

Once graduate assistantship assignments are determined, the graduate student is responsible for contacting the assigned faculty member(s). A work schedule, specifically detailing each week's activities and work hours, is completed, signed by the faculty member and returned to the Director of Graduate Assistants during the first week of the semester. Certain assignments, research endeavors, or laboratory work may require the student to work unequal weekly hours during the semester. When this is the case, the hours are to be mutually 'worked out' and scheduled between the graduate assistant and faculty member beforehand. If the assigned faculty member does not have specific work assignments or cannot utilize the student for the assigned hours, then the student will be re-assigned. For the Fall semester only (or first-time assistants), students should see the department administrative staff to complete appropriate application, payroll deduction, and tax forms.

Psychology faculty may request specific assignments and/or graduate assistants. Psychology graduate students may request specific assignments and/or graduate assistantships. Student requests involving specific training and learning experiences will be closely examined and whenever possible these requests are used in making assignments within schedule and budgetary limitations.

If a student is experiencing problems working with the faculty member responsible for oversight, the student must meet directly with the faculty member to attempt to resolve the problem. If the student feels that discussing the problem directly with the faculty member may jeopardize his/her program of study the student should meet with the Director of Graduate Assistants. If the problem is not resolved at that level, the student then meets with the Director of Graduate Assistants and his/her Program Director to devise a viable solution to the problem. No faculty member or graduate assistant may terminate the graduate assistantship contract during the semester; this can only be done by the Director of Graduate Assistants. Faculty members and students may contact the Director of Graduate Assistants directly.

Graduate students are evaluated at the end of each semester. Attaining unsatisfactory evaluations from two faculty members simultaneously during one semester or two consecutive unsatisfactory evaluations will result in discontinuation of assistantship assignment for future semesters.

Unsatisfactory performance of a graduate assistant. When a faculty member responsible for oversight is dissatisfied with a student's performance, the following steps should be taken:

1. The faculty member responsible for oversight should, in the course of routine mentoring, discuss the shortcomings of the student's performance, making specific recommendations for changes.
2. If improvement is not made, the faculty member responsible for oversight must advise the student in writing of his/her concerns and allow sufficient time for the student to address the performance issues raised by the faculty member responsible for oversight. This written statement must, once again, contain specific recommendations for changes in performance and a time line for such change to occur. A copy of this letter must be sent to the Dean of Graduate Studies of the student's field.
3. Recognizing that financial assistance is contingent upon good academic standing as well as satisfactory performance, the assistantship contract may be terminated if sufficient improvement is not made in a timely manner. The faculty member responsible for oversight must provide notification of such a termination in writing. This notification must state that the student has the right to file a grievance with the Graduate School.
4. The Graduate School grievance policy provides a mechanism for further review if the graduate student believes the action to be unfair and he or she is unable to resolve the matter at the field level.

Note: An assistant who receives feedback indicating unsatisfactory performance is

encouraged, at any time during this process, to confer with the faculty member responsible for oversight and the Dean of Graduate Studies.

Remission and Waiver of Out-of-State Tuition Rate

Out-of-state students may qualify for an out-of-state tuition remission that is worth the difference between out-of-state tuition and in-state tuition rates. These remissions are awarded on a competitive basis and are limited. Generally, out-of-state remissions are for one academic year only (Fall and Spring) and are not renewable. On occasion there is additional money available through the Graduate School to provide for tuition remission for summer school, and information on the availability of summer tuition remissions is usually available late in the spring semester. A student awarded an out-of-state tuition remission is responsible for paying in-state tuition and all university fees.

Students are encouraged upon arrival to review information on establishing legal residency in North Carolina at: www.ecu.edu/cs-acad/gradschool/residency.cfm, if their intent is to become permanent legal residents of North Carolina. By North Carolina law, students whose primary intent for moving to the state is to attend school are not eligible for classification as in-state for tuition purposes; however, those that demonstrate a clear intent to become permanent North Carolina residents, may qualify for the in-state classification after at least one year of legal residency in the state.

Students should keep in mind that resigning from an assistantship, dropping a course or withdrawing from the University can all result in having their tuition remission rescinded and becoming personally responsible for payment of their tuition cost. Likewise, adding a course may incur additional cost to the student, so students should investigate the financial impact of such changes prior to making them.

Tuition Waivers for Persons at Least 65 Years of Age

Persons 65 years of age and older who meet the requirements for the in-state rate of tuition and the university requirements for admission can have their tuition and fees waived provided space is available in the course being sought.

Out-of-State Tuition Waivers for Military Personnel Stationed in N.C. and Their Dependents

According to N.C. General Statute 116-143.3 certain members of the armed services and their dependent relatives may be eligible to be charged a tuition rate less than the out-of-state rate whether or not they qualify as residents for tuition purposes. It is required that the member of the armed services and any dependent relative claiming the tuition waiver be living together in North Carolina, and that the member of the armed services have an assigned duty station in North Carolina.

Travel Support

Typically some financial support is available to graduate students who are attending professional conferences, especially if presenting a paper or poster. Although the state's budget status will influence whether travel funding is available this year, here is what was available in 2010-2011.

Department/College/Graduate School. For a student "Presenting" research, the

Psychology department provided \$125/per student/academic year. In addition, if the student is a doctoral student, Harriot College of Arts and Sciences provided \$125. Once approval was received from HCAS, Department staff requested the Graduate School to match the funding amount from Psychology and HCAS. Total possible funding = \$500.

PGSO Members. Last year, if the student was a member of Psychology Graduate Student Organization and attended at least two meetings, each member could receive \$126 in funding for travel regardless of student type or reason for travel. This amount was based on the number of members and available funds. It was divided equally to the qualifying members who stated that they needed assistance with travel funding from PGSO.

Grants. The Principal Investigator designates travel funding for GAs assisting with research.

Department Scholarships

In addition to graduate assistantships, the department administers several scholarship opportunities for outstanding students within each graduate program. Scholarship requirements and values are established by the scholarship donor and are administered by the Program Directors. To be considered for a graduate program scholarship, students should see their Program Director for application materials and guidelines. At present, students in the Pediatric School Psychology concentration may apply for the *Patricia Jane Clarke Endrikat Memorial Graduate Scholarship* and the *Ginger Stodard Memorial Scholarship Award*.

David W. Hardee Scholarship, Mental Health Association in Pitt County

This scholarship is awarded by the Mental Health Association in Pitt County. Two awards of \$500 each are given to “capable and worthy” students, who are in training for careers in mental health fields. David Hardee was the first North Carolinian to serve on the Board of Directors of the National Association for Mental health. The award was established as a tribute for his untiring efforts in the field of mental health in Pitt County. The application form is distributed to Program Directors in Social Work, Psychology, Marriage and Family Therapy, and Medical Family Therapy.

*Dollar values on all scholarships may vary as they are dependent upon the current balances in the specific scholarship fund at the time of the award.

UNC Campus Scholarships

The UNC Campus Scholarship program is awarded to incoming doctoral students with a solid scholastic record and demonstrated financial need who are North Carolina residents. The scholarship award is designed to assist in the diversification of the university’s graduate student body to include the presence of first generation college students, students from disadvantaged socio-economic backgrounds and traditionally underrepresented populations on our campus. The UNC Campus Scholarships will provide a minimum of \$1000 per semester to qualified students. No funds shall be awarded during summer sessions.

The Graduate School had funds available to award one UNC Campus Scholarship to a new or continuing doctoral student for the 2011-12 academic year. Four of the five 2010-11 recipients will continue to receive the scholarship.

Award recipients must be North Carolina residents for tuition purposes at the time of nomination, be admitted to one of ECU's doctoral degree programs, demonstrate financial aid eligibility on the FAFSA, maintain full-time enrollment, and be from a traditionally underrepresented population on the campus of ECU.

Scholarships are renewable annually dependent on the availability of funds. No award will be extended beyond ten semesters (5 years). The receipt of the UNC Campus Scholarship may require the ECU Office of Student Financial Aid to reduce other types of financial aid awarded to the student.

To nominate a student, the student's name and Banner ID should be submitted to the Director of Clinical Training, who will submit it to Colleen Roland at rolandc@ecu.edu for consideration. The recipients are selected from admitted and/or enrolled doctoral students who best meet the scholarship criteria and guidelines specified above.

This scholarship is administered by the ECU Office of Student Financial Aid in coordination with the ECU Graduate School. After receiving permission from a nominee, the Graduate School will contact the Office of Student Financial Aid to confirm their FAFSA status. The Graduate School will notify the selected recipient of the award and inform them of the conditions of the scholarship.

National/International Fellowships and Scholarships

East Carolina University maintains an Office of National/International Fellowships and Scholarships to familiarize students with the competitive national and international fellowships and scholarships available to selected students intent on pursuing graduate work. These fellowships and scholarships, for the most part, are for terms long enough to ensure completion of the master's degree, but in some cases they allow for work on the doctoral degree. Among the fellowships and scholarships coordinated by this office are the Barry M. Goldwater Scholarship, the Marshall Scholarship, the Rhodes Scholarship, and the Fulbright Grant. Interested students should contact the director, Honors Program, Mamie Jenkins Building; 252-328-6373.

Veterans Administration Educational Payments

The Offices of Veterans Administration (VA) and Social Security require a minimum course load of 9 s.h. of required courses per semester (except summer session) for payment of full-time benefits to eligible veterans and dependents. After the student declares a major, benefits will be paid only for courses listed in the catalog under that degree/major program. Substitutions may be allowed when the major chairperson gives written approval prior to the student's taking the course. Students declared academically ineligible will be required to remove their probation before educational benefits can be recertified to the VA. Students may be eligible for an additional allowance under a work-study program. The work-study program allows students to perform work for the VA in return for an hourly wage. They may perform outreach

services under the supervision of a VA employee, prepare and process VA paperwork, work in a VA medical facility, or other approved activities. Students must be enrolled at three-quarter or full-time rate. Students may be eligible to receive a special allowance for individual tutoring if they enter school at one half-time or more. To qualify, students must have a deficiency in a subject, making the tutoring necessary. There is no entitlement charged for tutorial assistance. Further information is available at the campus Veterans affairs office.

Office of Financial Aid

The staff of the university Office of Student Financial Aid assists students in obtaining funds from the source best suited to the individual's need. Three main types of financial assistance are available to qualified students: gift aid, consisting of grants and scholarships; long-term educational loans; and part-time employment. Because the primary aim of the financial aid programs is to provide assistance to students who, without aid, would be unable to continue their education, most of the funds are awarded on the basis of financial need. However, in its efforts to strive for excellence, the university offers assistance to some talented students based on merit rather than need.

Through the Office of Student Financial Aid at ECU, eligible students may apply for the following federal, state, and institutional aid programs: Federal Pell Grant, North Carolina Student Incentive Grant, University of North Carolina Grant, NC Need Based Grant, Federal Perkins Loan, Federal Stafford Loan, and Federal Work Study Program. Information pertaining to the application process, types of aid available, and academic requirements may be obtained from the ECU Office of Student Financial Aid.

X. FINANCIAL, HEALTH, OR EMOTIONAL DIFFICULTIES

Graduate school can be a very difficult and demanding time such that personal and emotional problems can arise. Seeking help when needed is actually a positive, professional response. As indicated above, help-seeking is actually an ethical requirement if personal problems interfere with your ability to function professionally. Students experiencing financial, health, or emotional difficulties are referred to their Major Advisor for individual consultation, and to the Program Director or their Major Advisor for formal motions related to the program.

The Center for Counseling and Student Development

The Center for Counseling and Student Development helps students make the most of their opportunities for personal and academic development while enrolled in the university. The center offers counseling in the following areas: personal/adjustment issues, academic, career, and alcohol and other drug abuse. Psychiatry services are also offered through the office. In addition to individual counseling, group sessions are conducted for those students who wish to focus on various problems or personal concerns that arise from the stress of university life and interpersonal relations. The center's staff provides educational outreach programs and workshops on a wide variety of subjects to the campus community. When necessary, tests and inventories are used to help students ascertain their areas of interest and/or to gain insight into their personal adjustment. Enrolled students are entitled to the services provided by the

center free of charge. Students are encouraged to call 252-328-6661 for an appointment or to consult about emergency services.

Student Health Service

The Student Health Service provides individualized high quality health care and nutrition education for currently enrolled, fee-paying, ECU students. The outpatient clinic provides health care through appointments for students' convenience and through an urgent care clinic during operating hours. Services include, but are not limited to, routine health care (illness, accidents, physicals, wellness, etc.) mental health, massage therapy, sports medicine, health and wellness education, pharmacy, laboratory, x-ray, allergy vaccine clinic, self-care medication clinic, health insurance and more. An after-hours nurse line is available to students twenty-four hours a day, seven days a week including holidays and weekends, to assist students in making medical decisions. The nurse will assess the needs, provide self-care instructions when appropriate, and provide phone numbers to local urgent care facilities as needed. The telephone numbers for the Student Health Services are as follows: main switchboard 252-328-6841; pharmacy 252-328-6841, ext. 608.

Other Referrals for Personal Difficulties

In addition, the Program Director maintains a referral list of psychologists and private providers willing to help program students.

Student Government Association Student Legal Services

A student who is facing legal situations may contact Student Legal Services, which is funded by SGA to answer legal questions and give legal advice. There is no charge to the student for this service. The attorney will not represent the student, but may refer to another attorney. Call the SGA office, 252-328-4726, for a confidential referral.

ECU LGBT Resource Center

The university supports a LGBT Resource Center which is located in the Brewster Building Rm B-103B. There are also university sponsored SAFE Trainings which the department encourages for all students and particularly those in the health professions. The number for the LGBT Resource Center is 252-737-4451 or just drop by.

Office of the Victim Advocate

The Office of the Victim Advocate at East Carolina University is a one-stop resource to receive advocacy and support services. The program offers programs and services to address the special challenges students encounter related to their personal safety. One goal is to educate students year-round in classrooms, residence halls, student groups about their rights should they become a victim of a crime on- and off-campus. Another goal is to continuously improve East Carolina's preventative rape education, and to promote responsible choices concerning healthy relationships. Throughout the year, students will assist the victim advocates' office in raising awareness about other social issues. These goals are a way to empower students to make the right decisions when they are faced with options that could have a lasting effect on them.

XI. PROGRAM PLANNING AND EVALUATION

The program engages in regular program evaluation and planning. These sources of evaluation data are utilized:

1. Feedback from practicum and internship supervisors on student performance;
2. Student evaluation of courses and faculty performance;
3. Feedback from interns and graduates;
4. Review of student performance on the comprehensive examination, thesis & dissertation, the culminating portfolio, and the National School Psychology Examination (PRAXIS-II);
5. Ratings of personal dispositions at admission/graduation and annual faculty ratings of professional characteristics, and
6. Periodic reviews and feedback from NASP/NCATE, NCDPI certification reviews, and university graduate program reviews.

The University requires that each department conduct annual evaluations of student learning outcomes for Southern Association of Colleges and Schools accreditation requirements. The Pediatric School Psychology Concentration utilizes a subset of the Program Assessment System to meet this requirement. In addition, each graduate program in the University is reviewed by an external/internal review team in a cycle of once every five years.

The program holds regular meetings of students and faculty during the school year to foster communication, collaboration and fellowship between students and faculty members. The faculty meets at least monthly for faculty meetings to review program issues and discuss any concerns that may develop regarding particular students or program issues, share professional ideas, discuss issues in the field of school psychology, and develop research projects. Annual meetings are also used to formally review student progress in preparation for students' annual evaluation. The faculty also meet at least annually to review program data from the previous year and consider program changes/improvements in response to the data.

XII. PROGRAM APPROVAL

The school psychology MA, CAS program is approved by the National Association of School Psychologists (NASP), the National Council for the Accreditation of Teacher Education Programs (NCATE), and is approved by the North Carolina Department of Public Instruction. Completion of the Specialist level program requirements and successful completion of the National School Psychology Examination leads to certification as a school psychologist allowing the graduate to work as a school psychologist in public schools in North Carolina and most other states.

XIII. PROGRAM RESOURCES AND RELATIONSHIPS WITH OTHER DEPARTMENTS

In terms of academic course work, the program interrelates with the Clinical Health Psychology concentration of the Health Psychology program in the Department of Psychology as well as with programs in College of Education, the Department of Child Development and Family Relations, and the School of Allied Health Sciences for relevant coursework and research. Students have access to both the Joyner Library and the Laupus Health Sciences Library at the Brody School of Medicine.

Located on the third floor of the Rawl Building, the Martoccia Library is open to graduate students during hours the Rawl Building is open. Students may hold meetings, use the computers or white board, or use study carrels. The University has a variety of student computing resources located throughout campus. The Pediatric School Psychology Concentration has access to testing and interview offices with one-way mirrors and videotape capability, particularly via the Department's PASS Clinic (see below). Core faculty in the doctoral program often have individual or shared lab space for students to conduct research, teaching assistant duties, meetings, and general doctoral program responsibilities.

Pediatric School Psychology faculty have existing relationships (e.g., joint appointments) between the Department of Psychology and departments in the Brody School of Medicine (Pediatrics). Other affiliated Health Psychology faculty have existing relationships with other Brody departments, such as Family Medicine and Cardiology. Local school systems provide the opportunity for rich collaborative relationships as well as the potential for strong training experiences. University Health Systems Pitt County Memorial Hospital (the teaching hospital of the Brody School of Medicine) and its affiliated outpatient clinics are also available for research and clinical training. The Department of Psychology also has existing collaborative relationships with local mental health centers to provide multidisciplinary training opportunities for students.

PASS Clinic. The ECU Psychological Assessment & Specialty Services Clinic (PASS) had its official opening in the spring 2011 semester. (Initial in-house training services began in Fall, 2009, supervised by program core faculty.) The PASS clinic is a center for training and provides low cost behavioral health care services to ECU faculty and staff, as well as citizens in the broader Greenville community. Services are provided by doctoral students under the supervision of licensed psychologists. The PASS Clinic emphasizes empirically supported, short-term treatments which vary, depending on faculty expertise. As of Spring 2012, the following specialty services are offered:

Pediatric Behavioral Health Specialty Service

This service provides assessment and treatment of behavioral pediatric concerns, including the provision of comprehensive behavioral assessment (including functional behavioral assessment across settings), consultation with medical and educational professionals, and application of behavioral parent training and function-based behavioral interventions.

Child, Adolescent, and Adult Psychological Evaluations

This service provides individualized psycho-educational evaluations for ADHD/learning disorders, psychological testing for cognitive or memory concerns, or assessment of personality and psychological adjustment.

Cognitive-Behavioral Psychotherapy Service

This service is for adults experiencing emotional disorders (e.g., anxiety, depression, stress) and/or individuals wishing to reduce their drinking and/or abstain from alcohol or other drugs. Individuals are provided evaluation and treatment services based on a sliding fee scale.

Healthy Weight Specialty Service

This is an evidence-based treatment approach for weight management. Treatment focuses on initiating self-monitoring of food intake and physical activity, learning to set effective and achievable goals, processing strengths and challenges of proposed behavior changes, problem-solving barriers/challenges, and engaged in other cognitive and behavioral changes including mindful eating, relaxation training, cognitive restructuring, and acceptance and commitment of long-term weight loss and maintenance goals that are achievable.

Smoking Cessation Specialty Service

This 10-week program also uses an evidence-based treatment shown to be effective in helping individuals quit smoking/tobacco use. Cognitive Behavioral Therapy is offered in conjunction with nicotine replacement therapy prescribed by Marian Swinker, MD, at the Office of Prospective Health. In addition, the program offers a component to help prevent weight gain that can accompany smoking cessation.

Women's Health Specialty Service

This service provides confidential individual and couples therapy to women experiencing personal stress or mental health issues. These can include depression, anxiety, PTSD, and coping with stress, relationships, fertility, chronic pain or health issues. Services are offered on a sliding fee scale.

The ECU PASS Clinic is located on the third floor of the Rawl building (Room 311) on the ECU campus. Doctoral students have access to two clinic observation/supervision rooms that have camera supervision capabilities, and at least six computers and a printer for completing notes, clinical records, and reports. The clinic is open in accordance with the university calendar. The ECU PASS clinic does not provide emergency services. Collaboration with physicians, or physician referral, is provided as appropriate.

Assessment Training Materials. The Pediatric School Psychology Concentration has access to and helps maintain a stock of assessment materials required for psychological assessment as part of program training. The materials must be checked out from Graduate Assistant responsible for Test Materials Room or from the faculty member who oversees this responsibility. Program materials are generally not to be used on the practicum site as the practicum site will have sufficient materials

for use by the practicum student. It is the responsibility of each student to ensure that these materials are returned when no longer needed. Students will be charged for materials which are damaged, lost, or not returned by the deadline. Course credit may be delayed until materials are returned or compensation is received by the department. The loss of or failure to return a test kit or manual can be a serious ethical issue because school psychologists are ethically bound to insure test security.

XIV. CONTINUING PROFESSIONAL DEVELOPMENT

The Pediatric School Psychology Concentration endorses the role of continuing professional development as a necessary component for the provision of competent school psychological services. Following completion of a graduate level program, the school psychology professional enhances and expands his/her competency through supervised and professional experiences, active participation in continuing education and involvement with professional associations.

To provide an array of continuing education opportunities for practicing school psychologists in Eastern North Carolina the Pediatric School Psychology Concentration works in cooperation the Eastern Area Health Education Center. The Eastern Area Health Education Center was established by the State of North Carolina to provide continuing professional development programs for child-serving professionals and is the major source of coordination for these programs for the 23 county eastern region of North Carolina. The Pediatric School Psychology Concentration has a representative on the children's services advisory committee. Each year this committee conducts a comprehensive needs assessment is conducted in order to plan for yearly continuing professional development activities. School psychology faculty members also provide a variety of professional development programs at local, statewide and national workshops and conferences.

Appendix A: Typical Sequence of Coursework

Fall - Year 1	Requirement
6404 SP Professional Issues & Ethics* (3)	Professional Devt. Core^
6405 Educational Psychology* (3)	Foundations Core^
6409 School Assessment I* (3)	Ped SP Core^
6430 Statistics and Research Design* (3)	Research Core^
8001 Health Psychology Colloquium (1)	Health Psych Core
CREDIT HOURS: 15	
Summer Session I and II - Year 1	
6406 Advanced Developmental* (3)	Foundations Core^
6467 Psychotherapy with Children and Families* (3)	Ped SP Core^
Approved Educational Foundations Elective (3)	Ped SP Core^
CREDIT HOURS: 9	
Spring - Year 1	
6402 School Consultation* (3)	Foundations Core^
6410 School Assessment II* (3)	Ped SP Core^
6333 Applied Behavior Analysis (3)	Ped SP Core^
7431 Advanced Research Design (3)	Research Core^
8001 Health Psychology Colloquium (1)	Health Psych Core
CREDIT HOURS: 15	
Fall - Year 2	
7411 School Assessment III (3)	Ped SP Core^
7442 Psychological and Educational Interventions (3)	Ped SP Core^
7950 School Practicum in Psychoeducational Assessment (3)	Ped SP Core^
7000 Thesis* (3)	Research Core
CREDIT HOURS: 12	
Spring - Year 2	
6408 History of Psychological Thought (3) <i>alternated every year</i> or 6407 Cultural Psychology (3)	Foundations Core^
7413 Pediatric Clinical Neuropsychology (3)	Foundations Core^
7951 School Practicum in Therapeutic Interventions (3)	Ped SP Core^
7000 Thesis* (3)	Research Core
CREDIT HOURS: 12	
Fall - Year 3	
6452 Child & Adolescent Psychopathology* (3)	Ped SP Core^
7433 Multivariate Analysis OR Approved Stats Elective (3)	Ped SP Core
8404 Pediatric School Psychology (3) or 8994 Seminar in Pediatric School Psychology (3) <i>alternated every year</i>	Health Psych Core
8460 Health Advanced Practicum (3)	Ped SP Core
CREDIT HOURS: 12	
Spring - Year 3	
6408 History of Psychological Thought (3) <i>alternated every year</i> or 6407 Cultural Psychology (3)	Foundations Core^
8002 Health Psychology (3)	Health Psych Core
8416 Psychopharmacology (3) (if you plan to do school intern hours Spring of year 4)	Health Psych Core
8460 Health Advanced Practicum (3)	Ped SP Core
<i>Submit Proposal & Reference Guide for Comprehensive Exam (April)</i>	
CREDIT HOURS: 9 or 12	

Summer - Year 3	
<i>Sit for Comprehensive Examination (typically June)</i>	
Fall - Year 4	
Health Psychology Elective (3)	Health Psych Core
8404 Pediatric School Psychology (3) or 8994 Seminar in Pediatric School Psychology (3) <i>alternated every year</i>	Health Psych Core
8460 Health Advanced Practicum (3) (optional)	Ped SP Core
9000 Dissertation (3)	Research Core
CREDIT HOURS: 12	
Spring - Year 4	
8416 Psychopharmacology (3) (or Spring - Year 3)	Health Psych Core
8460 Health Advanced Practicum (3) (optional)	Ped SP Core
8990 Pre-Doctoral Internship - School Setting (3) (optional)	Ped SP Core
9000 Dissertation (3)	Research Core
CREDIT HOURS: 9	
Fall - Year 5**	
8990 Pre-doctoral Internship (3)	Ped SP Core
9000 Dissertation (3)	Research Core
CREDIT HOURS: 6	
Spring - Year 5**	
8990 Pre-doctoral Internship (3)	Ped SP Core
9000 Dissertation (3)	Research Core
CREDIT HOURS: 6	
<i>*Courses required for MA; ^Courses required for comprehensive exam</i>	

Appendix B: Program Requirements Check Sheet

Foundations in the Science & Practice of Psychology	Semester/Grade
Biological Aspects of Behavior	
7413 PSYC: Pediatric Clinical Neuropsychology	
Social Aspects of Behavior (Choose 1)	
6402 PSYC: School Consultation OR	
6421 PSYC: Social Psychology	
Cognitive and Affective Aspects of Behavior	
6405 PSYC: Advanced Educational Psychology OR	
6428 PSYC: Cognitive Psychology	
Human Development	
6406 PSYC: Advanced Developmental Psychology	
Individual Differences in Behavior	
6407 PSYC: Cultural Psychology	
History and Systems	
6408 PSYC: History of Psychological Thought	
Research Methods, Analysis, & Psychological Measurement	
6430 PSYC: Statistics and Research Design	
7431 PSYC: Advanced Research Design	
7000 PSYC: Thesis/pre-dissertation research (min. 6 hours)	
9000 PSYC: Dissertation (min. 12 hours)	
Professional Development, Ethics, & Practice	
6404 PSYC: Professional School Psychology	
Health Psychology Core	
8001 PSYC: Colloquium in Health Psychology	
8002 PSYC: Health Psychology	
8404 PSYC: Pediatric School Psychology	
8416 PSYC: Psychopharmacology	
8994 PSYC: Seminar in Pediatric School Psychology	
Approved Health Psychology Elective: _____	
Pediatric School Psychology Core	
Psychopathology	
6452 PSYC: Child and Adolescent Psychopathology	
Intervention Methods & Evaluation	
6402 PSYC: School Consultation (see foundation core)	
6467 PSYC: Psychotherapeutic Interventions with Children and Families	
7442 PSYC: Psychological and Educational Interventions	
Assessment	
6409 PSYC: School Assessment I	
6410 PSYC: School Assessment II	
7411 PSYC: School Assessment III	
Educational Foundations	
6333 PSYC: Applied Behavior Analysis	
Approved Ed. Foundations Elective: _____	

<i>Statistics & Design</i>	
7433 PSYC: Multivariate OR Approved Stats & Design Elective	
<i>Practicum</i>	
7950 PSYC: Practicum in Therapeutic Interventions w/Children	
7951 PSYC: Practicum in Psychoeducational Assessment	
8460 PSYC: Health Psychology Practicum (Repeat min. 2 times)	
<i>Internship</i>	
8990 PSYC: Pre-doctoral Internship (repeated, Fall & Spring; 3hr/each)	

Appendix C: Example Advanced Practica (PSYC 8460) Sites Relevant to Pediatric School Psychology Concentration

Brody/PCMH Neonatal Intensive Care Unit, Follow Up Clinic

Practicum Supervisor: Christy Walcott, Ph.D., Provisionally licensed psychologist (onsite)

Practicum Location: Outpatient Rehab Clinic at PCMH

Prerequisites Classes Required: 2nd year Practicum; Assessment I-III

Description of Role: Student works under supervision of the clinic psychologist on a multidisciplinary team that conducts infant-toddler evaluations of children previously admitted to the NICU. The main assessment format is the administration of the Bayley-III and parent interview/consultation. The primary disability category under consideration is Developmental Delay, although speech language impairments, motor impairments, and other medical diagnoses are also considered by the team. Student assists with intakes, Bayley-III testing, parent consultations, and case conceptualization.

ECU PASS Clinic: Pediatric Behavioral Health

Practicum Supervisor: Jennifer Kazmerski, Ph. D., Licensed Psychologist

Practicum Location: ECU PASS Clinic

Prerequisites Classes Required: 2nd year Practicum; Assessment I-III; ABA course

Description of Role: The Pediatric Behavioral Health Clinic Practicum will include assessment and treatment of behavioral pediatric concerns. Students will gain experience in behavioral assessment, including functional behavioral assessment, across settings, consultation with medical and educational professionals, and application of behavioral parent training, manualized treatment packages and function-based interventions. Duties will include behavioral interviewing, FBA, case conceptualization, treatment planning, conducting therapy, progress monitoring, consultation, and writing clinical notes.

Pitt County Schools Exceptional Children's Program Pre-K – Assessment Team

Practicum Supervisor: Walcott (University)/ Debi Holcombe (onsite)

Practicum Location: PCS PreK Center

Prerequisites Classes Required: 2nd year Practicum; Assessment I-III

Description of Role: Student works under supervision as the psychologist on a multidisciplinary team that conducts PreK evaluations to determine eligibility for EC Preschool services. The main assessment format is Transdisciplinary Play-based Assessment-2nd Ed (TPBA-2). The primary disability category under consideration is Developmental Delay, although Speech Language Impairment and Autism are also potential considerations. Student also assists with home visits, home observations, and intakes. Finally, student will participate in treatment planning as part of the IEP team for those children who qualify for services.

ECU PASS Clinic: Cognitive-Behavioral Psychotherapy

Supervisor: Tony Cellucci, Ph.D., ABPP

Practicum Location: ECU PASS Clinic

Prerequisites Classes required: 2nd year Practicum; Psychotherapy with Children and Families.

Students enrolled in this clinic practicum have the opportunity to gain initial experiences in the assessment and treatment of general emotional disorders. Treatment services are provided to ECU faculty/staff as well as community members. The emphasis is on short-term evidence-based treatments.

ECU PASS Clinic: Psychological Testing Services

Supervisor: Tony Cellucci, Ph.D., ABPP & Christy Walcott, Ph.D., Provisionally licensed psychologist

Practicum Location: ECU PASS Clinic

Prerequisites Classes Required: 2nd year Practicum; Assessment I-III

Description of Role: Students perform psycho-educational evaluations of ECU students with possible ADHD/ learning disorders, as well as personality testing. Community referrals are also taken from parents of children seeking psychoeducational evaluations. Students receive both in vivo and taped supervision and will engage in weekly group and individual supervision.

Greene County/Nash-Rocky Mount Middle School-Based Mental Health Practicum for Health Psychology Doctoral Student

Practicum Supervisor: Dr. Jeannie Golden

Practicum Location: Greene County/Nash-Rocky Mount Middle Schools

Prerequisite/Concurrent Classes Recommended: Applied Behavior Analysis, Behavioral Assessment & Intervention, Psychological Assessment, Psychotherapy

Description of Role: The role of the practicum student in this placement is multi-faceted and involves many aspects of school-based mental health. These include:

1. Observation of assessment and diagnosis of mental health disorders in students in Greene County Schools;
2. Providing behavioral intervention and individual and group therapy for students in Greene County Schools;
3. Collaborating and consulting with members of the Child and Family Support Team (CFST) regarding students in Greene County Schools;
4. Collaborating and consulting with administrators, student support personnel and teachers regarding students in Greene County Schools;
5. Collaborating and consulting with parents of students in Greene County Schools through collaboration with the CFST and direct contact (visits, phone calls, email, etc.);
6. Collecting and recording data regarding progress on specific goals of students in Greene County Schools;
7. Collecting and recording data regarding the impact of school-based mental health services on dependent variables such as: attendance, drop-out, suicide, and academic achievement, discipline referrals, etc.

Greenville CDSA: Infant-Toddler Assessment & Intervention Planning

Practicum Supervisor: Gary Stainback, PhD, Director, Licensed Psychologist; Deede Allen & Penny Gaskins, Staff Psychologists

Practicum Location: Greenville Children's Developmental Services Agency (CDSA)

Prerequisites Classes Required: 2nd year practicum and Assessment III

Description of Role: The student will be involved in a variety of activities during the placement.

Appropriate activities for the practicum student include:

- Learning about the organization and operation of the CDSA and Infant/Toddler Program
- Observing initial intake interviews with families of children referred to the CDSA
- Observing and participating in developmental assessments of infants and toddlers
- Consulting with families to help address problem behaviors and developmental concerns
- Writing reports and participating in interpretative conferences with parents and in IFSP development
- Consulting with other CDSA professionals (e.g., Speech Therapists, OTs, etc.) about their assessment and intervention techniques and their discipline-specific perspectives
- Attending any training opportunities that may be available through the agency
- Attending transition planning meetings and transition placement meetings for children moving from Infant-Toddler programming into PreK public school systems.

Pediatric Healthy Weight Clinic

Practicum Supervisor: Lesley Lutes, PhD, Licensed Psychologist

Practicum Location: Residential healthy weight camp located in Columbia County at the 4-H center

Prerequisites Classes Required: 2nd year practicum; Psychotherapy; Group Therapy

Description of Role: The pediatric healthy weight clinic is focused on providing intensive immersion cognitive-behavioral therapy to obese adolescents attending a 3-week residential healthy weight camp located in Columbia County at the 4-H center each summer. Pairing with Dr. David Collier in the Department of Pediatrics, students will be involved in initial screening interviews of potential campers, responsible for giving and scoring an initial psychosocial screening packet from campers and their parents, preparing and leading and co-leading 4 group therapy sessions per week, at least 5 individual therapy sessions per week, developing a case conceptualization for each camper, and provide daily learning opportunity for campers to make healthier choices as in vivo-therapy at each meal. Students will also likely be responsible for at least 1 evening presentation to campers and/or parents about the treatment program and recommendations for success across time. In addition, students may be asked to provide follow-up care for a small number of campers if deemed appropriate and necessary. Students will receive supervision via in vivo, self-report and peer supervision both in a group and individual setting. This is an intensive training clinic over a short period of time. Therefore, students must be able to stay out at the residential camp for the duration of the 3-week camp.

Appendix D: Insurance Coverage and Exclusions

Student Liability Insurance Coverage provided by:

Montgomery Insurance Company

Policy Number: GL 8307690

Policy Effective Date: 8/15/10 to 8/15/11

Policy is on file with the Administrator

Coverage for general liability and professional liability is on an occurrence basis.

If you have a claim or are sued or threatened with a lawsuit, report the claim immediately to:

Margie Boyd, CISR
ECU Risk Management
Campus Operations
1001 East Fourth Street
Greenville NC 27858
252) 328-2010 or (252) 328-6858
boydm@ecu.edu

Information on General and Professional Liability
For
University System of the State of North Carolina

Student Interns
(Medical and Non-Medical)

Administered by:

North Carolina Association of Insurance Agents
P. O. Box 1165
Cary, NC 27512
Phone: (919) 863-6522 or (888) 275-8906

This is a brief summary of the coverage offered to insured participants. For complete details, please refer to the policy on file with the agency.

The University Student Intern Program (which also covers practica) provides coverage for an insured party that becomes legally liable to pay damages because of property damage, bodily injury or personal injury because of their participation in a university internship program to which the policy applies. This insurance will also pay those sums, which an insured party becomes legally obligated because of any act, error or omission in the rendering or failure to render professional services in conjunction with an internship.

This program also includes a medical benefit to participants.

Who is an Insured Party?

This program can cover students of participating Universities in the NC University System whom are engaging in paid or unpaid internships. These internships must be sponsored, authorized, or approved by the participating University and the student must be included in a list of covered students on file with the company.

Coverage Limits:

\$1,000,000 each occurrence for Bodily Injury, Property Damage, or Personal Injury claims

\$3,000,000 aggregate limit for all Bodily Injury or Property Damage claims

\$1,000,000 each claim limit for Professional Liability and Health Student Professional Liability

\$1,000,000 Products/Completed Operations Liability

\$15,000 for covered medical expenses

Major exclusions to this coverage:

Intentional Acts

Liquor Liability

Pollution Liability

Automobile Liability

Your property or property of others in your care, custody, or control

Employment Practice Liability

Abuse or Molestation

Unauthorized hardware or software tampering, viruses, or use

Fiduciary Liability

Intellectual Property Liability

*Refer to policy for a complete list of exclusions

Appendix E: Culminating Portfolio Requirements

East Carolina University Pediatric School Psychology Concentration Portfolio Requirements

The primary goal of the Pediatric School Psychology Concentration is to train entry-level school psychologists with broad expert knowledge of scientific psychology who can:

- a) professionally and effectively apply health psychology principles to school psychology practices across a preventative three-tier model of service delivery, and
- b) professionally and effectively act as liaisons between school and pediatric settings.

The curriculum is designed to foster the achievement of the competencies identified by the program training goals and objectives (see handbook section: Training Goals and Expected Competencies). Students are required to compile a portfolio demonstrating their competency in basic practice areas in pediatric school psychology by the end of internship.

Students must document minimum proficiency in all required competency areas stated below. The documentation will consist of samples of work developed in practica and internship. These documents are selected by the student and represent your best work. Faculty will review your portfolio and it will be a part of your culminating assessment at the end of your program. The student must provide evidence in the portfolio of a demonstrated positive impact on children and families. This is typically demonstrated through the use of evidence based interventions that include careful attention to documenting change with outcome data.

Assessment

Each portfolio will be reviewed by a team of Pediatric School Psychology faculty members such that each portfolio will be reviewed by at least two faculty members. The overall portfolio will be evaluated on the following bases:

- (a) Completeness of materials
- (b) Professional appearance and organization
- (c) Content and clarity of written communication
- (d) Evidence of proficiency in required competency areas

A rubric will be provided to evaluators for the purpose of evaluating each required component. There must be evidence in the portfolio of measuring the positive impact of school psychological services on children and families.

Contents of the Portfolio

A Professional Resume or curriculum vita.

A Personal Essay including the following:

- Personal statement of theoretical orientation & preferred model(s) of service delivery.
- Professional strengths and areas of interest in pediatric school psychology
- Career goals within pediatric school psychology
- Reflection on your personal & professional development throughout the training program
- Discussion of areas needing improvement and a continued professional development plan

Documentation of Proficiency in Specific Program Competencies:

- 1) A **psychological report** with data-based recommendations that clearly considers bio-psycho-social factors affecting a child's functioning (Objectives 3a, 3b)
- 2) **Counseling case study** with pre- and post-assessment data linked to the intervention to demonstrate outcome (Objectives 3a, 3b, 3e)
- 3) Documentation that you conducted a **training program** or assisted in development of **prevention programming**, including a) needs assessment prior to training/program implementation that identified a systems-level area of need, and b) evaluation data from participants of the training/prevention program (Objectives 3a, 3c, 3d, 3f)
- 4) A **comprehensive intervention case study report** (Objectives 3a, 3b, 3c, 3d, 3e)
Reports should document that the intern:
 - ✓ Consulted with parents, teachers, and/or other relevant parties re: local norms/outcome goals
 - ✓ Problem identified & operationally defined
 - ✓ Problem analyzed: hypotheses developed and tested
 - ✓ Intervention developed collaboratively, implemented, and monitored
 - ✓ Data gathered, documented and systematically evaluated
 - ✓ Strategies for changes/follow-up provided/implemented
- 5) **Family–School–Medical Collaboration Project** (Objective 3a, 3c, 3d, 3g) that documents competency to design, implement, and evaluate services that respond to culture and context and facilitate family-school-medical partnerships for the enhancement of academic, social–behavioral, and health outcomes for children.

At least ONE of the above project/outcome must show **positive impact** on children/families.
At least ONE of the above projects/reports must show effective skill in working with **diverse populations**.