

**STUDENT HANDBOOK
PEDIATRIC SCHOOL PSYCHOLOGY CONCENTRATION
HEALTH PSYCHOLOGY DOCTORAL PROGRAM
2022-2023**

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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
School Psychology Faculty
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Preface

Welcome to the Pediatric School Psychology Concentration within the Health Psychology PhD program at East Carolina University. 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 in addition to the general policies of the ECU Graduate School or the University. This *Handbook* is meant as a supplement these policies and procedures, which are found on the ECU Graduate School website for current students:

<https://gradschool.ecu.edu/current-students/>

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
August 2023

The East Carolina Creed

In the pursuit of educational excellence, responsible stewardship, and intellectual freedom, the community of scholars at ECU 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.

By striving to meet these aspirations on and off campus, our individual freedom to learn and a pledge to serve will be preserved.

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I. GENERAL PROGRAM INFORMATION

A. Overview:

1. The **Department of Psychology** at East Carolina University offers a full-time **PhD program in Health Psychology** with a concentration in **Pediatric School Psychology**. The Department of Psychology is located within the Thomas Harriot College of Arts and Sciences. Organizationally, the department has a Chair and Program Directors that oversee the functioning of the programs/concentrations within the department.
 - a) Health Psychology PhD with 3 concentrations (Clinical Health, Pediatric School Psychology, & Occupational Health Psychology)
 - b) Specialist Degree in School Psychology SSP
 - c) Psychology MA with 3 concentrations (Clinical, School, & Industrial/Organizational)
 - d) Undergraduate BA Psychology
2. The **Pediatric School Psychology** concentration will be attractive to qualified persons with an undergraduate degree in psychology or a related field. It is an **APA-accredited, school psychology training program**. 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, 5-year (minimum) post-baccalaureate degree program. See **Appendix A** for additional licensure and certification information.

B. Program Description:

1. **Pediatric school psychology** is a sub-specialty 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, prevention and intervention, and health care systems that is characteristic of health psychologists. Graduates of Pediatric School Psychology are competent to practice within a variety of settings that serve children & youth and their families, including public schools, developmental centers, medical centers, universities, and private practices. Program graduates have competencies to provide school psychological services across a preventative three-tier model of service delivery; knowledge and skills to serve children with a range of problems, providing the usual array of direct and indirect services to enhance educational and behavioral health; and skills in research, collaboration, consultation, and teamwork that are essential to successful psychological research and practice. See **Appendix B** for a list of Student Competencies Required for Degree Completion. The program has been designed to provide a strong applied and theoretical basis in the following areas:
 - a) Discipline-specific knowledge of psychology (affective, biological, cognitive, developmental, social, and history & systems of psychology), including health psychology foundations;
 - b) Scholarly inquiry (psychological measurement, research methods, statistics, & data-based decision-making);
 - c) Profession-wide competencies consistent with ethical, legal, and professional standards (ethical decision-making, respect for individual and cultural diversity, professional values and attitudes, and effective communication, interpersonal, & intrapersonal skills); and

- d) Practice of school psychology, with application of health psychology principles and the integration of science and practice (assessment, intervention, consultation, evaluation of intervention effectiveness, & supervision).
2. **Interface with the MA/SSP School Psychology Program:** Although the primary focus of Pediatric School Psychology is pursuit towards a PhD, students may also meet the School Psychology **educational credential requirements** for the state of North Carolina. The credential degree in school psychology is also a program within our department. The MA/SSP program is a three-year, full-time program that prepares students to work as scientist-practitioners in school settings.
 - a) **Differentiation from the MA/SSP Program:** The PhD Pediatric School Psychology concentration (107 semester hours) and the MA/SSP School Psychology (70 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 with pediatric behavioral health).
 - b) **Transfer to MA/SSP program** may be available in the rare circumstance a student chooses to no longer pursue a PhD.
3. **Training Aim & Models:** The overarching aim of Pediatric School Psychology is to train entry-level health service psychologists with broad knowledge of scientific psychology who can: **Advance knowledge and theory about school psychology through original research; and professionally and effectively apply health psychology principles to school psychology practices across a preventative three-tier model of service delivery.** The model we use for training is the scientist-practitioner model, in which psychologists are trained as both scientists (with expert knowledge of psychology & competence to engage in sound scientific inquiry) and practitioners (with professional dispositions & competencies to provide clinical services using data-based decision-making and evidence-based practices). Empirical knowledge and data serve as the basis for developing interventions and solving problems in practice. The curriculum exposes students to theory, research and practice in school psychology and health psychology, which are integrated through a planned sequence of coursework, practica and internship. The following system of beliefs underlies the Pediatric School Psychology training philosophy and permeates all aspects of the training program:
 - a) Ecological perspective - The dynamic interaction of individual, contextual, and environmental variables affect children's behavior.
 - b) Biopsychosocial perspective – The dynamic interaction of biological characteristics, behavioral factors, and psychosocial conditions affect children's behavior, health, and illness.
 - c) Professional problem-solving – Effective decision-making must be data-driven and is essential to improving the lives of children, adolescents, and their families.
 - d) Ethical and professional practice – Professional effectiveness depends upon strong personal, interpersonal, and leadership qualities; respect for diversity; and understanding of the principles of social justice.
4. **Alignment with ECU Mission:** Our program goals and 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."

C. School Psychology Program Faculty:

1. **Christy M. Walcott**, Ph.D., LP, NCSP, Associate Professor & **Program Director**, Illinois State University, 2001. *Research Interests:* Attention & literacy development; programs promoting academic and social-behavioral development for youth from low income and economic marginalization.
2. **Jeannie Golden**, Ph.D., LP, BCBA-D, Associate Professor, Florida State University, 1981. *Research Interests:* School mental health movement; applied behavior analysis; interventions for children with autism, reactive attachment disorder and trauma-informed care.
3. **Brandon K. Schultz**, Ed.D., NCSP, Associate Professor, Indiana University of Pennsylvania, 2008. *Research Interests:* School mental health; technology to support ADHD interventions; adolescents with ADHD; school consultation.
4. **Debbie Thurneck**, Psy.D., LP, Clinical Associate Professor & **Director of PASS Clinic**, James Madison University, 2007. Serves as Director of Clinical Training (DCT) for Pediatric School and supervises some practicum experiences.

D. Other Psychology Faculty Affiliated with Concentration:

Other Affiliated Psychology Faculty who routinely teach required courses:

1. Jennifer Bowler, Ph.D., Associate Professor (IO Psychology/Social Psych)
2. Lisa Campbell, Ph.D., Associate Professor (Clinical Health/Cultural Psych)
3. Erik Everhart, Ph.D., ABPP, CBSM, Professor (Clinical Health/Cognitive & Neuropsychology)
4. Ascher Munion, Ph.D., Assistant Professor (Experimental/Statistics & Research Methods)
5. Alex Schoemann, Ph.D., Associate Professor & Director of Graduate Programs (Experimental/Statistics & Research Methods)
6. Samuel F. Sears, Ph.D., Professor (Clinical Health/Health Psych)
7. Stephanie Wallio, Ph.D., Teaching Asst Professor (Clinical Psych/History of Psych)

E. Relationships with other Programs/Departments:

1. In terms of academic course work, the program interrelates with the Clinical Health Psychology and Occupational Health concentrations of the **Health Psychology program** in the Department of Psychology and sometimes with programs in College of Education, the Department of Child Development and Family Relations, and the School of Allied Health Sciences for coursework and research.
2. Pediatric School Psychology faculty have had 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 relationships with other Brody departments, such as Family Medicine and Cardiology. Local school systems provide the opportunity for rich collaborative relationships and training experiences. ECU Health (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.

3. **The ECU Psychological Assessment & Specialty Services (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-area community. Doctoral students under the supervision of licensed psychologists provide services. The PASS Clinic emphasizes empirically supported, short-term treatments, which vary depending on faculty expertise. 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 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. See the PASS Clinic website for a listing of current specialty services: <https://psychology.ecu.edu/pass/>

F. Program Resources:

1. Students have access to both the Joyner Library on East Campus and the Laupus Health Sciences Library on West Campus.
2. Students have access to various lab spaces within the Rawl Building. Students may hold meetings, use the computers, or use study areas. The University has a variety of computer labs located throughout campus. Pediatric School Psychology has access to testing and interview offices with one-way mirrors and videotape capability, particularly via the Department's PASS Clinic. 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.

G. Revision History - Revised & Approved by SP Faculty August 2023

II. ADVISING: MAJOR ADVISOR & PROGRAM DIRECTOR ROLES

- A. **Purpose** – Doctoral study in psychology is a long process that requires significant advisement and mentoring. All doctoral students will have a **Major Advisor** to help guide their plans of study and direct their research development. The **Program Director** and the **Director of Clinical Training (DCT)** of Pediatric School Psychology remain available to any student for consultation about career concerns, professional issues, and programmatic issues.
- B. **Program Policies**
1. **Major Advisor Assignment** - New students are assigned to a Pediatric School Psychology faculty member upon entry into the program to serve as his or her Major Advisor. Assignments are based upon stated preferences during the application/interview process and match with faculty research interests. Major Advisor duties include:
 - a) Steering of graduate experiences (e.g., advisement regarding curriculum choices each semester, development of research practices & opportunities, practicum selections, & potential Graduate Assistantship roles);
 - b) Chairing or co-chairing of the thesis and dissertation committees.
- C. **Responsibilities** – **Major advisors** are responsible for tracking their mentee’s progress, meeting regularly with them, and providing research-related training and feedback. **Students** are responsible for keeping their advisors updated regarding their activities and progress through the program, and consulting with them while planning for future semester courses and experiences. Students are encouraged to consult with the **Program Director** and **DCT** 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.
- D. **Procedures**
1. **Meet regularly** with your Major Advisor to plan and review your ongoing progress with coursework, clinical training, and research expectations.
 2. Become an **active** part of your Advisor’s program of research and lab activities.
 3. Complete your **Annual Report** each Spring and turn it in to your Advisor and the Program Director when directed, one of whom will meet with you to review your annual evaluation.
 4. In the case of disagreements or differences of opinion during the mentoring process, review and follow the **Student Appeals and Grievance Policies** in this handbook.
- E. **Revision History** - Reviewed & Approved by SP Faculty August 2023

III. REQUIRED PROGRAM CURRICULUM SCOPE AND SEQUENCE

A. **Purpose** – The sequence of required coursework and practica (**see Appendix C**) is developed to provide a sound academic foundation for practice, as well as appropriate opportunities for practicing what is learned. In addition, the student is sequentially introduced to educational and health settings through applied exercises and practica prior to the internship experience. Because the program is sequential in nature, little variation is possible in the established course sequence, and full-time study is necessary. Students are admitted within a “cohort” group. This allows for the appropriate sequencing of program offerings and promotes cohesiveness and peer mentorship. Students in this program may enroll in more than the minimum required credit hours if they seek opportunities that focus on particular areas beyond the basic program requirements (e.g., BCBA certification; additional graduate certificate programs). Additional study is individualized and depends on the student’s background and graduate preparation as well as intended career goals.

B. Program Policies

1. A student’s **required curriculum** is that listed in the **ECU Graduate Catalog** (<https://registrar.ecu.edu/about-catalog/>) at **year of entry** into the program. The program may revise its curriculum during one’s program of study. If a student wishes to adopt subsequent curriculum revisions, they may request that a different catalog year apply to their program of study. Students may not adopt a curriculum from a catalog *prior* to their year of entry. Only graduate-level courses apply toward graduate degrees.
2. The program is designed as a **full-time, in-residence**, 107-semester hour, 5-year post-baccalaureate degree program; however, some may enter our program with Master’s level graduate training that could earn transfer credit. We require a minimum of 3 full-time, in-residence years of graduate study plus an internship prior to receiving the doctoral degree. With the support of the graduate program director, up to one third of the 107 credit hours may earn **transfer credit** from a regionally accredited college or university. Our students typically stay on campus full-time, including summers, for 4-6 years.
3. Out-of-town, **Summer Externships** will only be allowed for students who have successfully defended their MA Thesis project.
4. The Dissertation proposal must be successfully defended prior to **September 15th** of the year of **application to Pre-doctoral Internship**. All degree requirements except for the completion of the Dissertation must be completed before beginning **PSYC 8990: Pre-doctoral Internship**.
5. **Substitutions** for required courses may be granted. Such substitutions would require the approval of the School Psychology faculty. See approval considerations for Transfer Credit below.
6. **Transfer of Previous Graduate Coursework**: Students who have previously completed graduate coursework elsewhere may be eligible to transfer coursework with approval of the Program Director. The number of graduate credit hours allowed for transfer credit will be dictated by ECU Graduate School policies. Graduate-level course work taken elsewhere is not automatically applicable to our program. All requests for transfer credit must be made to the Program Director in writing, no 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 SP Faculty will determine whether a course may be transferred in or substituted based

upon the following factors:

- a) The quality of the institution and department where the course was taken;
 - b) The student's ability to discuss and apply the content of the course;
 - c) The similarity of the course syllabi, textbook(s), and other materials compared to the required course at ECU;
 - d) 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);
 - e) When the course was taken; ordinarily, the course should not have been taken more than 5 years prior to the student's enrollment in the program;
 - f) The course(s) must be clearly identified as graduate level;
 - g) Practicum coursework may not be exempted except for those students who completed practica as part of a NASP-approved program in school psychology;
 - h) No course credit is awarded for undergraduate course work, remedial study courses, or workshops.
7. **Enrollment in coursework outside of ECU:** Students may enroll at other regionally accredited graduate-level institutions for course work that 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 maximum application of such transfer credit to the degree program.

C. **Responsibilities** – The student is responsible for tracking their own progress in completing required courses and experiences. Each student is assigned a **Major Advisor**, who will assist the student in tracking coursework and experiences (e.g., comprehensive exam) required for graduation. The **Program Director** is also available for advisement regarding one's plan of study.

D. **Procedures**

1. At program entry, **familiarize** yourself with the curriculum and experiences required for graduation. A typical sequence of study is available in **Appendix C**.
2. **Track** your completion of required courses, including semester taken & grade earned.
3. **Retain** a paper or electronic copy of each course syllabus, as they may be needed in the future for presentation to licensure boards or other agencies.
4. At the end of each Spring semester, students must submit an **annual student report CV**, which includes a checklist of courses completed (**Appendix D**).
5. If you have concerns about availability or timing of required courses, talk to the Program Director about your **Plan of Study**. If necessary, submit a request for a course substitution to the Program Director for review and approval.
6. **Approval of transfer credit by the Graduate School:** The Program recommendation for transfer credit must also be submitted to ECU Graduate School. Official transcripts, which will provide adequate evidence to support such petitions, must be supplied.

E. **Revision History** – Revised & Approved by SP Faculty August 2023

IV. RESEARCH AND SCHOLARSHIP

A. **Purpose** – Pediatric School students learn the basic skills of research design and statistical analysis and apply these skills in two major research projects: Thesis and Dissertation. Both are required for Ph.D. degree.

1. **Thesis Project.** 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 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). To successfully complete thesis, student must pass an oral thesis defense based on a completed document, approved by the committee and submitted in accordance with current ECU Graduate School requirements: <http://libguides.ecu.edu/vireo/etd>
2. **Dissertation Project.** The dissertation allows the student to demonstrate competencies in independent research, make an original contribution to the body of knowledge within the field of psychology, and develop skills consistent with the scientist-practitioner model. 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 third through fifth years.

B. Program/Department Policies

1. **Thesis Committee** must consist of at least **three faculty members** (including the thesis chair). The thesis committee chair is a member of the Psychology 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 thesis topic, research design or statistical expertise, or other relevant expertise. All committee members must meet requirements for **ECU Graduate Faculty status**.
2. **Dissertation Committee** must consist of at least **four faculty 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**.
3. **Requirement for Research Design:** Either the thesis or dissertation of a Pediatric School Psychology student must involve collecting original human subjects' data, and proposed study design/quantitative analyses must meet specific published standards.
 - a) For an intervention study, we follow the standards of the [What Works Clearinghouse \(WWC\)](#) when evaluating the quality of research design. For theses, we accept study designs that meet WWC standards "with reservations" or better, but dissertations must meet WWC standards "without reservations."
 - b) For modeling and regression research, the committee will evaluate the adequacy of the design and quantitative analyses according to the hypotheses proposed and current standards for proposed analyses (e.g., HLM, SEM, etc.).
 - c) For scale development or measurement validation studies, current standards and guidelines relevant to the development and evaluation of measurement instruments in education and psychology will be employed.
 - d) In some instances, a meta-analysis, may be appropriate for a thesis project (never for dissertation). In those instances, we follow the standards of [PRISMA](#) when evaluating quality of research design.

Note that major changes following a successful proposal could degrade study quality relative to stated standards (e.g., high rate of attrition), which would necessitate a second proposal meeting prior to the final oral defense (described below). Students are strongly encouraged to discuss these requirements with their thesis or dissertation chair.

4. **Timelines for Completion**

- a) **Thesis Completion:** All students entering without a thesis approved by the faculty must successfully submit a thesis to the ECU Graduate School **by July of the third year of training**. Failure to do so will result in probation status for a lack of timely progress toward degree completion.
- b) **Dissertation Proposal:** The dissertation proposal must be approved by the Dissertation Committee **by September 15th of the Fall when you plan to apply for APPIC Internship Match**. Ideally, all data collection should be completed prior to leaving for internship.
- c) **Dissertation Completion:** All students must complete 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.
- d) **Timing of Defense Meeting with Degree Conferral Dates:** At ECU, graduate degrees are conferred three times per year (May, July/Aug, Dec). In each case, the Graduate School imposes a strict timeline by which theses or dissertations must be completely edited, approved, signed-off (by Committee, then Department Chair), and uploaded to their [online system](#). To accommodate time for post-defense edits, final formatting, and Department Chair review, the **following deadlines are imposed at the program level:**
 - (1) To graduate with MA or PhD in May (end of Spring Term), the deadline to submit your final, chair-approved, draft to your committee/set a defense date is **February 15th**.
 - (2) To graduate with MA or PhD in July/Aug (end of Summer Term), the deadline for submitting your final, chair-approved, draft to your committee/set a defense date is **April 15th**.
 - (3) To graduate with MA or PhD in Dec (end of Fall Term), the deadline for submitting your final, chair-approved, draft to your committee/set a defense date is **September 30th**.

Failure to meet these deadlines will push your graduation date to the next possible conferral date.

5. **Notification of Committee Meetings** - Once chair approves final draft, you will provide each committee member with the thesis/diss. for a review period prior to the defense meeting (**at least 7 calendar days**). An electronic copy will also be available in the Psychology Department for public review. 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 thesis/dissertation, your name, the name of thesis/dissertation chair and committee. *Please note that a scheduled defense meeting may be cancelled if, during the review period, committee members find a submitted draft to be missing basic elements or to have egregious errors in formatting or grammar/writing.*

6. **Thesis/Dissertation Grading.** Students will register for PSYC 7000 for thesis credits and PSYC 9000 for dissertation 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.
- C. **Responsibilities** – The **thesis/diss. chair** oversees the student's progress, provides guidance, and verifies the readiness of final drafts in terms of completeness, quality indicators, and formatting/style before allowing proposal or defense meetings to be scheduled. **Committee members** provide resource and evaluative functions during the project, attend the oral proposal and defense meetings, discuss the candidate's performance, and vote regarding the acceptance of the research proposal and design. The **student** is responsible for completing and submitting the ECU Graduate School's **Pre-Thesis Research Approval** form, or **Advancement to Doctoral Candidacy** form (<http://www.ecu.edu/cs-acad/gradschool/Academic-Policies-and-Forms.cfm>). Following proposal, the **student** is responsible for keeping the chair informed on progress with data collection and analysis. Students should allow at least 7 calendar days for the Department Chair to read and return the final, defended draft of a thesis/dissertation. **A copy of Grad School approval email and a final electronic (PDF) copy of thesis/dissertation should be forwarded to the Program Director to verify successful completion.**
- D. **Procedures** - This is a general outline of the thesis/dissertation process; you should also consult the ECU Graduate School website for information on Theses and Dissertations.
1. **Identifying a topic** - As early as possible you should identify an area of interest for thesis and begin reading in that area. You will usually find that it is advantageous to choose an area in which your major advisor has expertise. The topic for a dissertation is developed by you with approval of the Dissertation Committee and should be a topic related to school psychology. This should reflect your area of interest, ideally related to long-term professional goals. The dissertation should represent original work in the selected topic area and make unique contributions to the field.
 2. **Committee Selection** - In consultation with your chair, you will choose a Committee to guide the research process. Your Committee should reflect your research interests and offer competencies to assist your 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**.
 3. **Proposal Preparation** - Once a topic is identified, work with your chair and committee members, as necessary, to prepare a proposal. The proposal should include an Introduction and Literature Review (including research hypotheses), Proposed Method (with data analysis plan), and References. The proposal should be formatted based upon the most current APA Publication Manual, while also following the preparation standards outlined by the ECU Graduate School. You should submit your proposal draft through Safe Assign or a similar plagiarism check and share final report with your Chair before submitting to full committee for defense.

4. **Proposal Defense** - As soon as the proposal has been prepared to the extent that you and your chair feel confident about presenting it for review, a committee meeting should be arranged. You will provide each committee member with the draft in accordance with above program policies. You will present the thesis/dissertation proposal. The committee will recommend changes that need to be made in the design of the study. After approval of the proposal, all research must be approved by the University and Medical Center Institutional Review Board.
5. **Completing the research** - Once UMCIRB approval is granted, data collection can begin. When completed, you will prepare the final manuscript. Early drafts should be developed in close consultation with your chair. Once your chair has approved a final draft, you will provide each committee member with the draft in accordance with above program policies and will publicly note the time and location for the defense to all faculty and graduate students via email, listserv, or a posted flyer in Rawl.
6. **Defending the thesis/dissertation** - You must complete a final oral examination (defense) administered by the Thesis or Dissertation Committee. The first part of the final oral defense is open (your presentation), but the remainder is closed with only you and the committee members present. During the defense you make a formal presentation of the research problem, hypotheses, methodology, analysis and interpretation of the data, and implications of the findings. Following the presentation, the chair will entertain questions from the committee. *Any part of the presentation or document can be challenged by committee members on rational, theoretical, or empirical grounds.* To successfully pass, you must provide reasonable rationale for your decisions in any or all these domains. Your rationales must clearly demonstrate an understanding and appreciation of any ongoing controversies in the relevant literature. The committee will then deliberate in private regarding the approval of your thesis/dissertation.
7. **Depositing the thesis/dissertation** - Following the defense, you must complete any corrections or additions that are indicated by the committee. Once the final draft is completed, you obtain the appropriate signatures from the committee and submit the manuscript to the Psychology Department Chair for review and signature. You then follow the Graduate School's procedures for [electronic submission](#). The Graduate School will check to see that all the required sections of the thesis/dissertation are included and will give you a receipt certifying completion.

E. **Revision History** - Revised & Approved by SP Faculty August 2023

V. SUPERVISED CLINICAL EXPERIENCES

- A. **Purpose** - The program requires significant skill development in the practice of psychology beginning first year and extending throughout the program. In all practica, students receive individual evaluations by on-site supervisors based on a specific competency evaluation instrument. University supervising faculty assign practicum grades in consultation with on-site supervisors. The developmental sequence of experiences consists of:
1. **Coursework, Practical Skill Development, and First Year Field Experiences.** Several of the courses in the curriculum require assignments in applied skills and/or applied settings (PSYC 6001, 6353, 6409, 6410, 7442). These assignments are designed to teach students practical applications of the course content and to allow students to practice new skills. Supervision 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. Students will participate in a series of experiences that have been approved by program faculty and integrated into first year coursework. In Spring, students take PSYC 6462-Clinical Psychology Practicum I, during which they observe more advanced students within the PASS Clinic.
 2. **2nd Year School-Based Practica & initial Clinic-Based Observations.** Two school-based practicum courses are required (PSYC 6462, 7950, 7951). The school-based practica consist of weekly experiences in the public schools throughout the second year, as well as work in our PASS clinic. Students are placed in sites selected by the program that will provide a variety of professional school psychology experiences. Students will participate in a broad range of services provided by school psychologists. 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 didactic content related to practicum activities. In Spring, students take PSYC 6462-Clinical Psychology Practicum I, during which clinic intake and interviewing skills are practiced as well as observation of more advanced students within the PASS Clinic.
 3. **3rd Year Clinic-Based Practicum.** PSYC 7995-Adv Clinical Practicum III (PASS Clinic, ECU PEDS, or School-Based Mental Health) is required. Clinic practica are directly supervised by university faculty and serve as students' initial practice with clinic-based therapy and psychoeducational assessment.
 4. **Health Psychology Practica.** At least two semesters of Health Psychology Practicum are required of each student (PSYC 8460). This advanced level practicum consists of 1.5 days/week of practice in a School-Based Mental Health clinic, medical 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 and clinic-based practica (assessment, consultation & intervention) but with an emphasis on health-related issues. Students are placed in practicum sites selected by the program that will provide a variety experiences and meet training needs and goals. Direct supervision is provided by licensed/credentialed, on-site psychologists.

- a) In addition to the on-site practicum activities, students attend weekly **University Practicum Seminars** conducted by program faculty to review content related to practicum activities, develop knowledge of service delivery models, and gain knowledge and practice in Supervision of others
 - b) To be enrolled in PSYC 7995 or 8460, 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 E** for examples of advanced practica sites (these change annually based on availability of supervisors).
5. **The Pre-doctoral Internship.** The Internship (PSYC 8990) is typically completed during the fifth 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 practice of professional psychology. The internship site should be chosen carefully, with attention to one's long-term professional objectives. The application and selection process should occur in consultation with one's major advisor. The Program's approval of readiness for internship must also be granted prior to initiating the formal application process. Our program is enrolled in [APPIC/Match](#), a national internship matching program in which most accredited psychology internships participate. Each APPIC internship states whether they accept students from school, counseling, and/or clinical psychology programs; we are accredited as a school psychology program. Opportunities for mentorship through this process are available.

B. Program Policies

1. **Logging System.** All practica and internship experiences will be logged using a program-approved logging/tracking system ([Time2Track](#)). Consult with the **DCT** or our Graduate Administrative Assistant, for which system to use. You will utilize this system throughout your training.
2. **Criminal Background Checks.** Our program requires that you have a criminal background check prior to beginning practicum. We utilize the ECU-approved vendor for student criminal background checks. If the background check reveals a history of criminal charges, then a committee reviews whether this history would preclude approval of your participation in practicum.
3. **Liability Insurance Coverage.** We require that all practicum and intern students carry insurance coverage against liability claims. ECU makes an insurance policy available, and all Pediatric School Psychology doctoral students enrolled in practica are enrolled in liability coverage. The graduate program administrative assistant submits a roster of practicum students each semester (fall, spring, summer), and the University covers the cost of this insurance policy. Details of the policy are available from our Graduate Administrative Assistant.
4. **Readiness for internship** will be judged by program faculty and based on the following criteria:
 - a) Successful completion of MA Thesis and comprehensive examinations, successfully defended Dissertation proposal, and evidence that all required coursework except for internship (8990) and dissertation hours (9000) will be completed by start of internship year;

- b) Satisfactory practicum ratings by university and field supervisors that confirm the student's competencies across core practice areas. Evidence must show that practica have spanned different training facilities, resulting in the acquisition of a wide range of assessment, intervention, and supervision skills (**minimum of 450 face-to-face hours of assessment/intervention & 150 hours of supervision received**);
 - c) Contributions to the science of school psychology through publication and/or presentations of empirical work in professional outlets (peer-reviewed journal or conference presentations);
 - d) Evidence of consistent development in core training competencies (academic, research, clinical skills, & professional/ethical behavior) based upon formal annual evaluation data; and
 - e) 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. Necessary professional dispositions include but are not limited to: appropriate emotional stability and professional behavior; awareness of, and practices according to, the current ethical guidelines for psychologists; and capacity to participate in supervision constructively and appropriately respond to feedback.
5. **Internship Site Requirements:** The Pediatric School Psychology concentration requires that students apply only to high quality, full-time (1750-2000 hour), pre-doctoral internships that are consistent with NASP and APA guidelines and those of the Council of Directors of School Psychology Programs (CDSPP). Internships should be sought from training sites on a competitive basis through the APPIC match process. Consult the APPIC website (www.appic.org) for more detailed information. In extenuating circumstances, students have the option of seeking internships within non-APPIC school districts and agencies as well, if the student can demonstrate that the site follows NASP/APA/CDSPP 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.
- C. **Responsibilities – Students** should consult with **Major Advisor** and **DCT** on a regular basis to consider the practicum settings and plan for appropriate types and overall number of practicum experiences. **Students** who wish to apply for internship should notify the **DCT** no later than August 1 of the year preceding that in which they plan to begin an internship. The student should document that pre-internship requirements 4.a., 4.b., and 4.c. above have been met (or anticipated dates when they will be met).
- D. **Procedures**
1. **Practicum Assignments** – School-based and clinic-based practica are arranged by the program. The offerings of Health Psychology practica vary from semester to semester and include both PASS Clinic and other external sites. You should discuss options with your **Major Advisor** and **DCT** for the upcoming semester, and choose practicum experiences based upon your career goals, availability, the need to build a variety of skill sets, and the hours needed to be competitive for national internships.
 2. **Obtaining criminal background check (CBC)** – We will initiate a background check process using Certiphi.com, the ECU-approved vendor. You will receive an email with further instructions from studentedition@certiphi.com with the subject line, “Application Station – Student Edition.” (CHECK junk or spam filters!). If you do not

receive the email from Application Station within 3 working days, please let Program Director know. The fee for CBC is \$20-\$30 to be paid on the website. Your CBC should be ready within 2-3 working days. If needed, the **DCT** will send your CBC to your fieldwork site for you, but we will first need you to complete a release form (see Grad Admin Asst). WE CANNOT SEND INFORMATION WITHOUT THIS RELEASE.

E. **Revision History** - Reviewed & Approved by SP Faculty August 2023

VI. COMPREHENSIVE EXAMINATION

A. **Purpose** - Comprehensive examinations are used to a) to demonstrate advanced integrative knowledge across various domains of psychology, and b) to allow students to apply educational and psychological knowledge into a meaningful perspective. Your ability to problem-solve, provide a balanced and defensible response, and communicate effectively are among the many skills that are assessed via this requirement.

Comprehensive Examination (Comps) for Pediatric School Psychology consists of 2 parts.

1. **Part I:** PSP students are required to take the **NTE Praxis exam in school psychology** (<http://www.ets.org/praxis/prepare/materials/5402>) as part of Comps (usually the summer after 2nd year of training).
2. **Part II:** PSP students at the midpoint of their 3rd year of training take a **written examination** testing a) advanced integrative knowledge of basic discipline-specific content areas, b) the ability to recognize an ethical dilemma and apply ethical decision-making processes to resolve it, and c) knowledge of basic research design and quantitative methods.

B. Program Policies

1. **Praxis Documentation:** The Program Director must be provided with documentation of successful completion of the *NTE Praxis Examination* with scores that meet the most recent NASP criteria for National Certification in School Psychology. It is your responsibility to **email a PDF copy of these scores to the Program Director**.
2. **Written Exam Eligibility:** To sit for the written portion of the exam, the student must have obtained a minimum cumulative B average in the first 4 semesters of graduate level courses. If a student is admitted into the program with a CAS or 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.
3. **Written Exam Format:** This is a take-home, 2-week Comprehensive Exam. Each student responds to questions on psychological foundations, ethical/legal issues, and research methods. Students may use whatever resources they wish (e.g., books, journal articles, notes from classes, libraries, personal journals and notes). Students are not, however, permitted to discuss questions or their responses with anyone during the two-week examination period. Students may work in the setting of their choice.
4. **Written Exam Scoring:** Upon completing the exam, two faculty members will score the exam using scoring rubrics (**see Appendix F**). If the two raters disagree on scoring of a response, a third rater will be enlisted as a tiebreaker. Once the scoring committee rates all responses, the Program Director will integrate feedback to provide a summary letter for the student summarizing the outcome. It is expected that the student will receive feedback on his or her exam within three weeks of administration. For the written exam, the following outcomes are possible:

- a) **Pass**. All responses are rated 2 (*Pass*) or 3 (*Meritorious*) per two people on the scoring committee. The student and his or her Major Advisor receive copies of a letter from the Program indicating satisfactory performance on the written portion of the exam, including any specific feedback as suggested by the scoring committee.
 - b) **Pass with Revisions**. One or more responses are rated 1 (*Inadequate*) per two people on the scoring committee. The student and his or her Major Advisor receive copies of a letter from the Program, including feedback on areas of strength and weakness. The student is required to orally present a new response for any question rated *Inadequate* within two months of the dated letter from the Program. The question, guidelines, and rubric will remain the same; however, the student can rework his or her response, and the faculty members can question the student's understanding during the oral presentation. Faculty present at the oral defense will then score the student's response. If a majority rate the new response as 2 (*Pass*) or 3 (*Meritorious*), the student and his or her Major Advisor will receive a letter from the Program indicating satisfactory performance on the Comps exam. If a majority rate the response as 0 (*Grievous*) or 1 (*Inadequate*), then the student and his or her Major Advisor will receive a letter from the Program indicating his or her status is "in jeopardy." See information below for *No Pass*.
 - c) **No Pass**. One or more responses are rated 0 (*Grievous*) per two people on the scoring committee, or oral presentation after a *Pass with Revisions* is rated *Grievous* or *Inadequate* by most raters. The student and his or her Major Advisor receive a letter from the Program indicating his or her status is "in jeopardy," including feedback on areas of strength and weakness. Both the Major Advisor and other program faculty must be involved in decisions regarding remediation. Two avenues are likely: The student completes a remediation plan with close monitoring, followed by a retake of the exam or relevant portions of the exam; OR the student may be terminated from the program. This would only occur if other serious negative evidence about progress in the doctoral program exists or, if upon an attempted retake of the Comps_{SEP} exam, the student receives a consecutive *No Pass* evaluation.
5. ***Time limits*** for passing the Praxis & Written Examination are no later than the end of the 8th semester after starting the PhD program.
- C. **Responsibilities:** It is the ***student's*** responsibility to schedule and take the Praxis exam after the 2nd year of training, and to email a PDF copy of Praxis scores to the Program Director. The ***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.
- D. **Procedure**
1. During summer after 2nd year of coursework, study for the ***Praxis*** and research exam dates. There is no specific due date, but it must be taken prior to written comps.
 2. After taking Praxis, e-mail a ***PDF copy of score report*** to the Program Director.
 3. ***Discuss readiness*** and timing for taking comps with your Major Advisor and alert the DCT and Program Director to your intent to sit for the exams.
 4. After the written exam is scored, you will receive ***written feedback***. Discuss this with your Major Advisor and plan to address any revisions if necessary.
 5. Schedule ***oral retake*** if needed.

E. **Revision History** – Reviewed & Approved by SP Faculty August 2023

VII. ADVANCING TO DOCTORAL CANDIDACY

A. **Purpose** - Qualifying to become a PhD candidate is a significant milestone along the path to program completion and is a gateway to the dissertation-preparation phase of the PhD program. The ECU Graduate School has specific requirements for this designation, and a process to complete. See <http://gradschool.ecu.edu> for full details. Students are admitted to candidacy for the doctoral degree when, in the judgment of the faculty, the student has an adequate knowledge of the core areas of psychology and school psychology, knows how to use academic resources, and has demonstrated the potential to do original research autonomously.

B. Program Policies

1. **Criteria:** The following standards apply to achieve doctoral candidacy:

- a) The student's program of study has been reviewed and approved
- b) All MA course work, including defense of Thesis, has been successfully completed.
- c) All required components of the comprehensive exam have been successfully completed.
- d) Successful selection of a dissertation research advisor and a dissertation committee.
- e) The student's dissertation research plan has been reviewed and approved by the dissertation advisor and Program Director

C. **Responsibilities** - Upon completion of above standards, students must notify the ECU Graduate School using their "Advancement to Doctoral Candidacy" Form <https://gradschool.ecu.edu/forms/>.

D. **Procedures:** Following verification of doctoral candidacy by the ECU Graduate School, a certificate will be issued to the student documenting this status.

E. **Revision History** – Reviewed & Approved by SP Faculty August 2023

VIII. GUIDELINES ON THE AWARDING OF GRADUATE DEGREES

A. **Purpose** - Below is a list of degrees awarded in our PhD program. A full listing of graduation policies and procedures is available on the **ECU Graduate School website:** <https://gradschool.ecu.edu/current-students/>

B. Program Policies

1. **Master of Arts (MA) degree in psychology, School Psychology concentration:**

Students who enter the doctoral program with a BA or BS will earn a Master of Arts (MA) degree in psychology, School Psychology Concentration, before conferral of the PhD. The MA in Psychology is not a terminal practice degree and does not meet the requirements for licensure or certification as a school psychologist. Requirements to earn the MA in Psychology degree are listed in current *ECU Graduate Catalog*.

2. **Doctorate of Philosophy (PhD) in Health Psychology, Pediatric School Psychology concentration:** Requirements to earn the PhD in Health Psychology are listed in current *ECU Graduate Catalog*. Upon completion of required coursework, including the Pre-doctoral Internship and the deposit of a successfully defended Dissertation, students apply for graduation with the PhD.

3. **Enrollment & Graduation:** ECU graduate students are required to be registered the semester they graduate except for Summer term if the student was enrolled the previous Spring semester. Students that have completed their degree 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.

C. Responsibilities

1. The **student** must alert the Program Director one semester before they plan to apply for the MA in School Psychology.
2. For **students** entering with a Master's or Specialist degree in Psychology, the responsibility for initiating the exemption process rests with the student. Exemption from didactic coursework at ECU does not exempt one from answering questions in this content area on the Comprehensive Examination.
3. You must apply for graduation using Banner self-service (<https://gradschool.ecu.edu/current-students/>).

D. Procedures

1. **Application for Graduation** must be completed online at least one semester prior to completing the requirements of the degree (MA or PHD) as stated by the *Graduate Catalog*. Directions for completing the online application are here: <https://gradschool.ecu.edu/current-students/>
2. Consult with Program Director if you require changes or course substitutions made to your **DegreeWorks** profile. All program requirements must be checked as **complete** in *DegreeWorks* for a degree to be conferred.
3. When graduating with the MA, alert **Graduate Administrative Assistant** that you will need your student status changed from MA student to PhD student, so that the University recognizes you as a continuing student (vs. exiting the university with an MA degree).

E. Revision History – Reviewed & Approved by SP Faculty August 2023

IX. STUDENT ASSESSMENTS

- A. **Purpose** - Competent practice as a school psychologist requires the integration of knowledge and skills across school and health psychology practice domains. Students are required to undertake several evaluations of their learning outcomes throughout training. These evaluations provide formative assessment and feedback for you as well as evaluation of program effectiveness. Faculty members assume the responsibility for placing highly trained professionals in the mental health field. **Annual Student Evaluations** provide an important opportunity to give you constructive feedback and to identify early problems that may require an individualized remediation plan. Your progress is assessed each year by Pediatric School Psychology faculty. This includes consideration of several competency indicators as outlined below. Starting at the end of the 3rd year, advanced doctoral students also submit a portfolio of products each Spring prior to internship year. The portfolio demonstrates the student's competencies in various practice skills consistent with a Basic, Intermediate, or Competent level (defined here as ready for internship).

B. Program Policies

1. **Annual Student Evaluation** shall include 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, if applicable;
 - d) faculty ratings of professional dispositions/behaviors consistent with the training goals and objectives;
 - e) feedback from Graduate Assistantship supervisors regarding performance and professionalism;
 - f) completion of the **Competency Review Form** for year in program; and
 - g) any other pertinent information deemed relevant by the faculty.
2. **The Pediatric School Psychology Portfolio.** Students must complete a portfolio to be submitted at the end of 3rd, 4th and any subsequent pre-internship academic years. The portfolio consists of work samples developed during the training program, with an emphasis on artifacts developed during advanced practica experiences. These documents are selected by the student and represent one's best work. Each portfolio will be reviewed by a team of Pediatric School Psychology faculty members. A more detailed description of the portfolio appears in **Appendix G**.
 3. **Student records** are housed in confidential files for current and past students in a locked filing cabinet in a Staff office in the Psychology Department, 1st floor, Rawl Building. Student records can only be accessed by the Department Administrative Staff, Pediatric School Psychology faculty, Program Director, Director of Graduate Studies, and the Department Chair. Students may gain access and review their records upon request. The main student files usually contain but are not limited to the following documents: admissions application materials, coursework documents (transfer credit forms, outcome of comprehensive examination), annual evaluations, clinical training forms (practica evaluations, internship correspondence), graduate assistantship contracts, and any developmental/remediation plans. ECU is compliant with state and federal laws and regulations governing the retention, handling and disposition of records. ECU is also subject to a University of North Carolina *Records Retention and Disposition Schedule* (January 2018). Our program will retain student files for a minimum of 10 years after last date of registration/activity at ECU.
- C. **Responsibilities - Students** must submit to the **DCT** an **Annual Student Report** (See Appendix D) at the end of the Spring semester (typically due in May each year), which documents both cumulative progress and special achievements from the past year. Students 3rd year and up must also submit a portfolio. The **Major Advisor, Program Director, or DCT** will meet annually with the student to review annual evaluation letter, and the letter will be put in each student's file documenting progress.
- D. **Procedure**
1. Track your coursework and keep your **student report CV**(Appendix D) updated.
 2. Submit **Annual Report** when requested by the **DCT**.
 3. Following the **Annual Student Evaluation**, each student meets with the **DCT, 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.
 4. Engage in continual self-assessment and self-reflection and be open to feedback and active resolution of any issues raised in supervision or annual evaluation.
 5. Students who are not making adequate yearly progress will be recommended for a

program-level remediation plan to address specific areas of concern (See section on **Admission and Retention Information**).

E. **Revision History** – Reviewed & Approved by SP Faculty September 2023

X. ADMISSIONS AND RETENTION INFORMATION

A. **Purpose** - Pediatric School Psychology 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 admit a group of students who reflect 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, national origin, sex, gender identity, 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. Several policies govern Graduate Students during their enrollment in the Pediatric School Psychology program. These are discussed below. In addition, reasons for termination from the program are presented.

B. Program Policies

1. **Criteria for regular admission:** Completion of a Bachelor's degree in psychology, education, child development, or a closely related degree. A common core of undergraduate psychology courses including introductory psychology, statistics, and research methods. Additional coursework in learning, developmental, biological bases of psychology, and tests/measurements is recommended; an overall GPA of at least 3.2 on a 4 point scale; three letters of reference, two of which must be from the applicant's former professors; completed ECU Graduate School application (gradschool.ecu.edu); 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; evidence from application materials that student has the requisite dispositions to be successful in the program and to practice effectively as a professional psychologist (e.g., commitment to profession, a reflective approach to personal development, ability to work collaboratively, ability to accept constructive feedback, responsibility, and academic motivation).
2. **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 (<https://accessibility.ecu.edu/>) provides individuals with disabilities support services that will enable them to access programs, services, facilities, and activities of the university. Registration with DSS is required if the individual wishes to access reasonable accommodations. The office is in Slay 138, and is open Monday through Friday, 8:00am – 5:00pm. E-mail: dssdept@ecu.edu; Phone: 252-737-1016.
3. **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 some instances, students will take up to 15 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.

4. **Extracurricular Activities/Work Hours** - It is expected that employment, assistantships, and/or volunteer work will not interfere with the student's normal progress through the program. ECU Graduate School and the Department of Psychology policy is that those receiving funding as GAs should not work more than 25 hours per week in the fall and spring semesters in any combination of appointments – GAs, self-help, College Work Study, other paid positions at ECU. The Graduate School limits work hours to ensure that students make adequate satisfactory academic progress and complete their degrees within appropriate time limits. Exceptions for total work hours exceeding 25 hours/week require the approval of the Dean of the Graduate School.
5. **Financial, Health, or Emotional Difficulties** - Graduate school can be a difficult and demanding time such that personal and emotional problems can arise. Seeking help when needed is a positive, professional response. As indicated in the **Expectations for Student Behavior** section of this handbook, help-seeking is an ethical requirement if personal problems interfere with your ability to function professionally. Students experiencing financial, health, or emotional difficulties are referred to their Advisor for individual consultation, and to the DCT, Program Director, or their Major Advisor for formal motions related to the program. See **Appendix H** for a listing of relevant University resources for assisting with financial, health, and emotional difficulties.
6. **Continuous Enrollment/Leave of Absence** - 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.
7. **Remediation for Insufficient Progress** - Students who are not making adequate yearly progress based on results of the *Annual Student Evaluation* 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.
8. **Termination from Program** - If recommendation is made for termination, a conference will be held with the DCT, 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 that his/her program of study must be terminated. Students may be dismissed from the program for the following reasons.

- a) Failure to maintain minimum academic standards or complete coursework in a timely fashion;
 - b) Lack of mastery of applied skills in the practice of psychology as demonstrated on their *Competency Review Forms*;
 - c) Unsatisfactory performance in practicum or internship despite remediation;
 - d) Academic dishonesty;
 - e) Criminal misconduct;
 - f) Unethical or unprofessional conduct;
 - g) Cognitive/emotional/behavioral impairment that affects client welfare or the training process.
- C. **Responsibilities** – *Students* should become familiar with program and Graduate School policies. Keep the DCT and Program Director abreast of any outside work obligations for other issues that may impact your ability to make timely progress through the training program.
- D. **Procedures** – See Graduate School website and consult with the *DCT* or *Program Director* for any questions or concerns about meeting these policies.
- E. **Revision History** – Reviewed & Approved by SP Faculty September 2023

XI. STUDENT GRIEVANCES & APPEALS

- A. **Purpose** - 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 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 (APA). These include:
1. ***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.
 2. ***APA Standards of Accreditation (SoA): III. Students, B. Supportive Learning Environment.*** The program recognizes the rights of students and faculty to be treated with courtesy and respect. 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, put procedures in place to promote productive interactions, and inform students of their avenues of recourse should problems regarding the principles arise.
- B. **Program and Department Policies**
1. ***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. This process can resolve most disputes and 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:
 - a) ***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 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.

- b) **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 Studies. If the Director of Graduate Studies is the subject of the complaint, then the student should contact the Department Chair. At this point, the Director of Graduate Studies 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.
2. **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.
- c) 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.

- d) 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.
 - e) Should this resolution not be satisfactory to the student, 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, <https://gradschool.ecu.edu/current-students/>
- 3. **University-Level 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, phone 252.328.6804.
 - 4. **Appeal of a Course Grade.** 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, <https://gradschool.ecu.edu/current-students/>
 - 5. **ECU Academic Integrity Policy.** 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: <https://osrr.ecu.edu/policies-procedures/>
- C. **Responsibilities – Students** should become familiar with Ethical Guidelines and program and Graduate School policies. When appropriate, consult with the Program Director if you have disputes or concerns with others during your training program.
 - D. **Procedures** – See above Departmental Policies and the Graduate School website for specifics on appeals processes. Consult with the Program Director for any questions or concerns about these policies.
 - E. **Revision History** – Reviewed & Approved by SP Faculty September 2023

XII. EXPECTATIONS FOR STUDENT BEHAVIOR

A. **Purpose** - Graduate school can be a very difficult and demanding time as students manage challenging academic expectations with work and personal life demands. Students are continually shaping their professional dispositions as they develop from beginning students to junior colleagues to entry-level professional psychologists. These policies are offered to make clear the academic and professional behaviors and attitudes required for successful matriculation through our psychology training program.

B. Program Policies

1. **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.
2. **Ethical Conduct.** Ethical behavior is a cornerstone of effective psychological practice. 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 here: <https://osrr.ecu.edu/policies-procedures/>, 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 ethical behavior of others. The program emphasizes the role of personal responsibility and encourages critical introspection.
3. **Confidentiality & Information Access.** We are dedicated to safeguarding and maintaining the confidentiality of information related to our students and the "clients" of our students (NOTE: Clients are defined as anyone you see related to course requirements, practicum, research participants, internship, the graduate assistantship, and course requirements). "Confidential Information" includes all information that is personally identifiable and non-public. Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. We expect all students to abide by FERPA (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) and HIPAA (<http://www.hhs.gov/hipaa/>) privacy rules that apply to the setting in which you are practicing. Students must safeguard and maintain the confidentiality, integrity, and availability of Confidential Information always, including security of computer-stored data and encryption/password protection of Confidential Information as appropriate.
4. **Respect for Diversity.** Because school psychologists work with persons from a wide variety of backgrounds, it is imperative that those who aspire to become

- 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 race, religion, color, national origin, sex, gender identity, age, sexual orientation, 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 or incongruent with effective learning or practice of psychology.
5. **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. Please see the section X, Heading B-6 of this handbook (**Financial, Health, or Emotional Difficulties**) and **Appendix H** for a list of resources to help handle stressors.
 6. **Online Personal and Professional Image.** Students are reminded that online 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 postings could have longtime adverse effects. You should regularly examine your personal web pages and social networking sites such as Facebook.com 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. In addition, all students should review ECU's policies regarding **Social Media Guidelines** (<https://socialmedia.ecu.edu/guidelines/>).
 7. **Professional Affiliations.** The Pediatric School Psychology faculty fully encourages students to become involved in professional and academic activities. Students are encouraged to become professionally involved in organizations such as the National Association of School Psychology (NASP), American Psychological Association (APA), School Psychology Division of the APA (Division 16), Society of Pediatric Psychology of the APA (Division 54), North Carolina School Psychology Association (NCSPA), North Carolina Association for Behavior Analysis (NCABA), Association of Black Psychologists (ABP), and Southeastern Psychological Association (SEPA), etc. Attendance at meetings 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.
 8. **Involvement in Student Organizations.** There are several campus organizations that students can become involved with that can promote professional development, academic enrichment, and student camaraderie. Please see **Appendix I** for a listing of current student organizations most relevant to Pediatric School Psychology students.
- C. **Responsibilities - Students** should become familiar with program and Graduate School policies. The **Program Director** or **DCT** will notify you if concerns arise regarding your GPA or course grades. If you have any questions about "safe" and/or professional internet practices, do not hesitate to contact your **Major Advisor** for advice. **Students** experiencing

personal difficulties are encouraged to seek the guidance and support of their Major Advisor or Program Director as needed.

D. Procedures

1. See above Departmental Policies and the Graduate School website for specifics on student expectations. Consult with the DCT or Program Director for any questions or concerns about these policies.
2. Inform the DCT or Program Director of any situation that is likely to affect your ability to complete program responsibilities.

E. Revision History – Revised & Approved by SP Faculty September 2023

XIII. PROGRAM COSTS & FINANCIAL SUPPORT

A. Purpose – Our program requires full-time, on-campus study (i.e., no part-time or distance education/online options). To date, all our doctoral students receive funded graduate or teaching assistantships during their first four years of on-campus study. In addition to the stipend, students with assistantships also receive a waiver of tuition (resident and non-resident) and full subsidy for health insurance. The university fees are not waived. In addition, students with a qualifying 9-month assistantship in the academic year (both fall and spring semesters) before summer semester also receive a tuition waiver and health insurance subsidy for the summer session regardless of whether they hold an assistantship during summer semester. Thus, the current cost per doctoral student holding graduate assistantships for the academic year is fees only plus expenses associated with required course textbooks and supplies. Financial aid, grants, loans, and fellowships also are available to students who are eligible. See **Appendix J** for a listing of potential aid, scholarships, and awards.

B. Program and Graduate School GA Policies

1. **Basic Program Costs** - 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 in-state tuition waiver for fall and spring courses, and health insurance. However, **University fees** are the responsibility of the student (~\$1400/semester). Students also pay for required textbooks, the PRAXIS exam (~\$130), APPIC application costs (~\$500), and partial travel expenses to professional conferences (varies).
2. **Remission and Waiver of Out-of-State Tuition Rate** - Out-of-state students may qualify for an out-of-state tuition remission (OSTR) 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, OSTRs are for one academic year only (Fall & 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 OSTR is responsible for paying all university fees.
3. **Student health insurance** is available at no cost to all doctoral students. (Doctoral students participate in the campus student health plan.) Students must pay any option for dependent coverage, if available. 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.

4. **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. 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) is currently worth a minimum of \$17,000. 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:
 - a) **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.
 - b) **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.
 - c) **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.
 - d) **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.
 - e) **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.

5. **Eligibility for Assistantships** - 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.
6. **Term of Work Responsibilities** - 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 Studies and consent by the Department Chair will result in forfeiture of assistantship eligibility.
7. **Notice of Outside Employment** - Students must inform the Program Director if they are engaged in part-time or full-time employment within or outside of the University setting that is not sponsored by the Psychology Department. 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.
8. **GA Assignments** - 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.
9. **GA-Faculty Conflicts** - 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 Program Director. If the problem is not resolved at that level, the student then meets with the Department Chair 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 Studies. Faculty members and students may contact the Director of Graduate Studies directly.
10. **GA Performance Evaluation** - 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. When a faculty member responsible for oversight is dissatisfied with a student's performance, the following steps are taken:
 - a) The faculty member responsible for oversight should, during routine mentoring, discuss the shortcomings of the student's performance, making specific recommendations for changes.

- b) 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 Program Director of the student's field.
 - c) 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. 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.
- C. **Responsibilities – Students** are responsible for University fees each semester. These rates can be found here: <https://financialservices.ecu.edu/tuition-fees/>. If you believe you will not be eligible for in-state status after your first year of NC residency, let the Program Director know as soon as possible. **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. **Regarding GA work:** The **student's** responsibility is the provision of teaching, research support, or clinical services whereby the student is paid for his/her time.
- D. **Procedures**
1. Contact the **Office of Student Financial Aid** at ECU to apply for federal, state, and institutional aid programs: <https://www.ecu.edu/financial/>. East Carolina University maintains an **Office of University Scholarships** (<https://www.ecu.edu/cs-acad/universityscholarships/scholarships.cfm>) to familiarize students with competitive national and international fellowships and scholarships available to selected students pursuing graduate work.
 2. **Establishing NC Residency - Out-of-State Students** are encouraged upon arrival to review information on establishing legal residency in North Carolina at: <https://registrar.ecu.edu/residency/>, if their intent is to become permanent legal residents of NC. It is strongly recommended that students review the laws and regulations prior to applying for *In-State Residence and Tuition Status*. By NC 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 NC residents, may qualify for the in-state classification after at least one year of legal residency in the state. You may submit your application for residency reclassification up to 1 month in advance of your completion of 12 months of living in NC. Some crucial dates to consider if you want to be eligible for in-state residency after 12 months:

- a) You have up to 60 days after first residing in North Carolina to switch over your driver's license from your former state to a NC license.
 - b) You have up to 30 days after first residing in NC to switch over car registration.
 - c) You have to reside in NC for 12 months before in-state status can be approved (assuming all other criteria are met).
 - d) Residency applications, including military waivers, must be submitted to the Graduate School prior to the first day of classes for which in-state residency for tuition purpose is being sought.
3. **Out of State Tuition Remissions** - During your first year with an OSTR, when you register for classes as an out-of-state student, your tuition and fees bill will reflect the out-of-state tuition/fees rate. You need only pay the required University fees; your OSTR will be automatically applied to offset the difference not covered by your in-state tuition waiver. OSTRs beyond the first year are not likely.
4. **Graduate Assistantship Procedures - Prior to the start of each semester**, the Program Director or Graduate Administrative Assistant in Psychology will notify students of their GA assignment and contract terms. For the Fall semester only (or first-time assistants), students should see the department Graduate Administrative Assistant to complete appropriate application, payroll deduction, and tax forms. **Once GA assignments are determined**, the graduate student is responsible for contacting the assigned faculty member(s). A work schedule, specifically detailing each week's work hours, is completed and signed by the faculty member and returned to the Program Director during the first week of the semester. **Certain assignments** or laboratory work may require the student to work unequal weekly hours during the semester. When this is the case, hours are to be mutually 'worked out' and scheduled between the GA 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.

E. **Revision History** - Revised & Approved by SP Faculty September 2023

XIV. PROGRAM PLANNING AND EVALUATION

- A. **Program Assessment System** - The program engages in regular program evaluation and planning. These sources of evaluation data are utilized:
1. Data and minimum thresholds for student achievement outcomes in doctoral programs, which are gathered for our APA-required *Annual Report Online*; many of these indices are reported on our program website (<https://psychology.ecu.edu/graduate/pediatric/>) under "Student Admissions, Outcomes, and Other Data."
 2. Feedback from practicum supervisors on student performance (aggregated across students/cohorts);
 3. Student evaluation of courses and faculty performance;
 4. Feedback from interns and graduates via annual alumni survey;
 5. Review of student performance on the comprehensive examinations, thesis & dissertations, the portfolio, and the annual student evaluations;
 6. Aggregated student data regarding professional dispositions at admission and graduation and annual faculty ratings of professional characteristics, and
 7. Periodic reviews and feedback from formal APA self-studies, NASP/NCATE program reviews, NC DPI certification reviews, and University graduate program reviews.

- B. **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** - East Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of East Carolina University. ECU requires that each department conduct annual evaluations of student learning outcomes for SACSCOC accreditation requirements. Pediatric School Psychology utilizes a subset of the Program Assessment System to meet this requirement.
- C. **Program Meetings** - 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 school psychology faculty meet at least monthly for faculty meetings to review program issues and discuss any concerns that may develop regarding particular students or program issues, to share professional ideas, to discuss issues in the field of school psychology, and to develop research projects. Annual meetings are also used to formally review student progress in preparation for students' annual evaluation. The program faculty also meet at least annually to review program data from the previous year and consider program changes/improvements in response to the data.
- D. **Student Input** – Historically, student input has prompted positive program changes, and we have student representatives attend select SP Faculty Meetings to discuss program issues. Before graduation, students are requested to complete an **ECU Exit Survey**, and following graduation, a **Pediatric School Psychology Alumni Survey** for seven years post-graduation. These are important sources of information that are used for graduate program review and accreditation purposes. Alumni are asked to keep the Program Director apprised of current contact information so that future Alumni Surveys can be sent. It is important for program improvement and accreditation purposes that we assess psychology licensure status, employment, and professional accomplishments.
- E. **Revision History** – Reviewed & Approved by SP Faculty September 2023

Appendix A: Licensure and Certification Information

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 and health services provider certification. 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 (www.ncpsychologyboard.org), 895 State Farm Road, Suite 101, Boone, NC 28607; (828) 262-2258.

NC 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-II examination with a passing score. The basic qualifications for DPI Licensure as a School Psychologist in North Carolina include:

- Completion of a Specialist or Doctoral degree in School Psychology
- 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 NC Department of Public Instruction website for more information:

<http://www.dpi.state.nc.us/licensure/>

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). NCSP is now recognized by the *National Register for Health Service Psychologists*. For further information, see NASP website (<http://www.nasponline.org/certification/index.aspx>), or contact: NASP Certification Department at (866) 331-NASP or (301) 657-0270

National Register of Health Services Psychologists

Students graduating from the doctoral program in psychology may be eligible for Health Service Provider status. The National Register of Health Service Psychologists (abbreviated National Register) (formerly National Register of Health Service Providers in Psychology) is the largest credentialing organization for psychologists in the United States. Founded in 1974, the National Register was created to identify qualified Health Service Providers. Today, the National Register certifies 11,000 licensed psychologists as health service providers and reviews credentials for doctoral students. Additional information may be obtained from: National Register of Health Service Psychologists (<http://www.nationalregister.org>), 1200 New York Ave. NW - Suite 800, Washington, DC. 20005; (202) 783-7663.

Appendix B: Student Competencies Required for Degree Completion

- a) Discipline-specific knowledge of psychology, including health psychology foundations; and advanced integrative knowledge of basic domains:

Discipline-Specific Knowledge Domains:
History and Systems of Psychology & School Psychology
Affective Aspects of Behavior
Biological Aspects of Behavior
Cognitive Aspects of Behavior
Developmental Aspects of Behavior
Social Aspects of Behavior
Psychological & Educational Intervention

- b) Research & scholarship knowledge and skills:

Research & Scholarship Knowledge Domains:
Research Methods
Statistics/Quantitative Methods
Psychometrics
Research & Scholarship Competency Domains:
Formulate & conduct quality research to contribute to the scientific, psychological, or professional knowledge base
Critically evaluate and disseminate research via professional publications or presentations

- c) Professional knowledge and skills:

Profession-Wide Competency Domains:
Ethical & Legal Standards
Individual & Cultural Diversity
Professional Values, Attitudes, & Behaviors
Communication & Interpersonal Skills
Psychological Assessment
Psychological Intervention
Supervision & Leadership
Consultation & Interpersonal/Interdisciplinary Skills
Program-Specific Competency Domain:
Educational Intervention
Health Psychology/Pediatric School Psych.

Appendix C: Typical PSP Sequence of Study (rev. Aug 2023)
(minimum required 107 s.h.)

Fall - Year 1 (13 s.h.)	Grade
6001 School Psychology Seminar (1)	
6404 Law & Ethics in School Psychology (3)	
6409 School Assessment I (3)	
6430 Statistics and Research Design w/Lab (3)	
6452 Child & Adolescent Psychopathology (3)	
<i>Work with your primary advisor to select a thesis topic</i>	
<i>Read relevant literature and develop the research question</i>	
Spring - Year 1 (13 s.h.)	
6402 School Consultation (3)	
6410 School Assessment II (3)	
6462 Clinical Psychology Practicum I (1)	
7000 Thesis (3) - Lit review	
7431 Regression & ANOVA (3)	
Summer Session I - Year 1 (no courses)	
<i>Continue to read relevant literature and develop research question/hypotheses with your primary advisor; develop an initial Thesis proposal</i>	
Fall - Year 2 (15 s.h.)	
6353 Behavior Assessment and Intervention (3)	
6467 Psychotherapy with Children and Families (3)	
7433 Multivariate Statistics (3) - or stats elective	
7442 School Interventions I (3)	
7950 School Practicum I (3)	
<i>Propose Thesis w/Committee; Submit IRB.</i>	
Spring - Year 2 (13 s.h.)	
6407 Cultural Psychology (3)	
6408 History of Psychological Thought (3) <i>offered even years</i> <u>or</u> 6406 Advanced Developmental (3) <i>doc students take in odd years</i>	
6462 Clinical Psychology Practicum I (1)	
7951 School Practicum II (3)	
7000 Thesis (3)	
<i>Collect & analyze Thesis data</i>	
<i>Register with ETS to take Praxis-II School Psychology Exam in June</i>	
Summer - Year 2 (3 s.h.)	
7995 Practicum Hours (3) - <i>optional, but required if doing summer prac work</i>	
<i>Final Thesis Defense/Edits if not already done.</i>	
Fall - Year 3 (10-13 s.h.)	
6414 Biological Bases of Behavior (3) <i>offered odd years</i> <u>or</u> 6428 Cognitive Psychology (3) <i>offered even years</i> HIGHLIGHT WHICH ONE YOU ARE RECORDING GRADE FOR...	
6421 Social Psychology (3)	
7413 Pediatric Clinical Neuropsychology (3) ODD YEARS ONLY	
7995 Advanced Clinical Practicum - PASS Clinic (3)	
8001 Health Psych Colloquium - General Overview (1)	

Spring - Year 3 (15 s.h.)	
6408 History of Psychological Thought (3) <i>offered even years</i> or 6406 Advanced Developmental (3) <i>doc students take in odd years</i> HIGHLIGHT WHICH ONE YOU ARE RECORDING GRADE FOR...	
8002 Health Psychology (3)	
8404 Pediatric School Psychology (3) or 8994 Seminar in Pediatric School Psychology (3) <i>alternated every year</i> HIGHLIGHT WHICH ONE YOU ARE RECORDING GRADE FOR...	
7995 Advanced Clinical Practicum – PASS Clinic (3)	
9000 Dissertation (3) – Proposal with Committee; IRB	
<i>Sit for Comprehensive Examination (typically May)</i>	
<i>Read relevant literature & develop Dissertation research question/outline</i>	
Summer - Year 3 (3 s.h.)	
8460 Health Psych Practicum (3); summer externship – <i>Optional</i>	
Fall - Year 4 (10-13 s.h.)	
6414 Biological Bases of Behavior (3) <i>offered odd years</i> or 6428 Cognitive Psychology (3) <i>offered even years</i> HIGHLIGHT WHICH ONE YOU ARE RECORDING GRADE FOR...	
7413 Pediatric Clinical Neuropsychology (3) (offered ODD years only)	
8001 Health Psychology Colloquium (1) – APPIC Prep Course	
8460 Health Advanced Practicum (3) – Supervision of Others Experiences	
9000 Dissertation (3) – <i>Data Collection</i>	
Spring - Year 4 (9-12 s.h.)	
8404 Pediatric School Psychology (3) or 8994 Seminar in Pediatric School Psychology (3) <i>alternated every year</i> HIGHLIGHT WHICH ONE YOU ARE RECORDING GRADE FOR...	
8460 Health Advanced Practicum (3) (<i>optional</i>)	
9000 Dissertation (6) – <i>analyze data; write up Results/Defend</i>	
Fall - Year 5 (3 s.h.)	
8990 Pre-doctoral Internship (3)	
Spring - Year 5 (3 s.h.)	
8990 Pre-doctoral Internship (3)	
<i>Make final edits; electronically submit Diss. by July date (see Univ. Academic Calendar) for Summer graduation.</i>	

Optional add-ons:

For consideration for **Board Certification as a Behavior Analyst (BCBA)**, additional educational requirements include: PSYC 6333 Applied Behavior Analysis and PSYC 6980/81/82 Field Experience in Psychology for BCBA Supervision. For more info, see Dr. Golden.

To earn the **Graduate Certificate in Quantitative Methods for the Social and Behavioral Sciences**, additional coursework requirements include: PSYC 6437 Psychometrics and PSYC 7505 Structural Equation and Hierarchical Linear Modeling. For more info, see Dr. Schoemann or <https://psychology.ecu.edu/graduate/quantitative/>

To earn the **Graduate Certificate in Integrated Behavioral Health with Rural Youth** additional coursework requirements include: COAD 6003, SOCW 6112, & a 2-day clinical capstone workshop sponsored by HDFS. For more info, see <https://education.ecu.edu/idp/integrated-behavioral-health-with-rural-youth/>

Appendix D: Student Report CV

(CONTACT INFORMATION – CV style)

Your Name
123 Address, Greenville, NC 27858
(252) 555-5555
student14@students.ecu.edu
Banner ID: B00001234

DATE OF REPORT

CAREER ASPIRATIONS

Briefly state what you see as your preferred post-graduation career path (e.g., academia, full-time practitioner, some combination, consulting) and workplace settings.

ANNUAL GOALS FOR RESEARCH, CLINICAL TRAINING, COURSEWORK, & SERVICE/LEADERSHIP

Briefly state key goals for next academic year. E.g.,

- *Propose Dissertation*
- *Go through APPIC process and secure internship*
- *Apply for NASP Student Research Grant*
- *Serve on exec board for SASP*

EDUCATION

Degree, institution, date of conferral of Bachelor's and Master's, if applicable.

CLINICAL EXPERIENCE

Dates, Site, Hours (Apx.), Supervisors.

SCIENTIFIC PUBLICATIONS

- List Thesis/Dissertation Title, Chair, Date of Proposal or Defense, as applicable.
- List of publications

Use APA style... Reverse chronological order.

SCIENTIFIC PRESENTATIONS

- list of conference presentations using APA style. *Reverse chronological order.*

OTHER RESEARCH CONTRIBUTIONS

- Involvement in grant work, *Reverse chronological order.*
e.g., Year, Name of PI, Project Name, Your role.
- Student grant apps (whether funded or not), *Reverse chronological order.*
e.g., 2016: Student grant program. The Woodcock-Munoz Foundation. \$1,400. Funded.

PROFESSIONAL PRESENTATIONS

- list of presentations to lay or community organizations, using APA style. *Reverse chronological order.*

TEACHING EXPERIENCE

e.g., **Instructor.** Undergraduate course, *Psychology 1000: Introduction to Psychology*, East Carolina University. (Spring 2017)
Developed syllabus, selected texts, lectured, evaluated, and assigned grades for a class of approximately 45 students.

LEADERSHIP ROLES

Local, state, regional, or national Leadership roles in organizations (Name & semester/year)

PROFESSIONAL AFFILIATIONS

e.g., 2004-present North Carolina School Psychology Association (NCSPA)

AWARDS AND HONORS

Ginger Stoddard Memorial Award (2018, April), ECU Department of Psychology.

REQUIRED COURSEWORK CHECKLIST (Appendix C)

Annual Report Form for APA Accreditation:

Annual Updates - Students

Professional Activities* (*For events that occurred in **most recent academic year ONLY**; Aug to July*)

- 1. Member Professional/Research Society: ___Yes ___No
- 2. Scientific Publications: (*Number of books, book chapters, or articles in peer-reviewed professional/scientific journals of which a student was an author or co-author. Publications "in press," "under review," or "submitted" should not be counted here*) _____
- 3. Scientific Presentations: (*Number of workshops, oral presentations and/or poster presentations at professional meetings of which a student was an author or co-author*) _____
- 4. Involved in leadership roles/activities professional organizations: (*e.g., Roles in local, state/provincial, regional, or national organizations*) ___Yes ___No
- 5. Presented a psychological topic to lay or community audience: ___Yes ___No

Appendix E: Example Advanced Practicum Sites

ECU PASS Clinic: Pediatric Service (PEDS) – Drs. Thurneck, Golden

Practicum Location: ECU PASS Clinic

Description of Role: The PEDS Clinic includes psychoeducational assessments and treatment of emotional and behavioral concerns. Students will gain experience in behavioral assessment, therapeutic intervention, consultation with medical and educational professionals, and application of various intervention techniques, 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. Students also perform psycho-educational evaluations of children and youth with possible ADHD/learning disorders or those seeking testing for gifted education placements.

School-Based Mental Health Practicum – Dr. Walcott

Practicum Location: Area school districts with whom we develop grant or contract-based services

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: Assessment of mental health disorders in students; Providing behavioral intervention and individual and group therapy for students; Collaborating and consulting with members of Support Teams regarding students; Collecting and recording data regarding the impact of school-based mental health services.

Tidal Integrated Behavioral Health – Drs. Bond & Ford

Practicum Location: Area pediatrician practices

Description of Role: Student works under supervision of psychologists, Drs. Kay Bond and Ryan Ford, in primary care settings providing integrated care to treat a variety of mental health conditions, such as behavior and attention issues, anxiety, depression, sleep and toileting issues. There are opportunities for group sessions where children of like ages practice relaxation, social skills, study habits, and coping mechanisms. There may be experience with autism evaluation.

ECU Health Outpatient Peds Clinics – Varies

Practicum Location: Greenville, NC

Description of Role: This placement involves treatment and assessment in outpatient settings. There are typically opportunities to work with pediatric patients in NICU Follow up Clinic, general Peds, and Outpatient HEM/ONC Clinics.

Cherry Hospital – Varies

Practicum Location: Goldsboro, NC

Description of Role: Psychological assessments, case conceptualization, and some therapy experiences. This is an inpatient hospital that serves regional referrals for psychiatric cases.

Behavior Consultation & Psychological Services, PLLC (BCPS) – E. Stuart, LPA & J. Cone, LPA, Clinical Directors

Practicum Location: Greenville, NC

Description of Role: Applied behavior intervention for clients with autism and developmental disabilities. Comprehensive ABA programs in home settings to support skill development across multiple areas of social, communication, behavior, academic and life & safety skills.

Appendix F: Written Comps Scoring Rubrics

Rubric for Advanced Integrative Foundations questions:

Score	Category	Description
0	Grievous	Either no answer is attempted, or the answer is wrong on many of its statements, or irrelevant to the question. Answer demonstrates such lack of knowledge or incorrect knowledge that student might present a liability to the public or the profession and clearly is deficient in the foundational, requisite knowledge to progress in their research and fieldwork requirements.
1	Inadequate	Answer is either incomplete or underdeveloped in its treatment of the concepts or fails to include concepts that should have been included. The answer may be well developed but clearly oblique to question, or too disorganized to clearly indicate a sound grasp of the concepts. Typically reflects little familiarity with professional literature/research and few or no relevant citations.
2	Pass	A detailed answer that directly responds to the question, includes correct information, integrates and synthesizes across areas/domains/courses, and generally demonstrates a sound grasp of the concepts in a logical, coherent, and organized presentation. These responses reflect familiarity with the professional literature, although multiple citations may not be present.
3	Meritorious	In addition to Pass description, demonstrates ability to critically evaluate research and an obvious familiarity with the professional literature. Answer is extraordinarily well-presented and includes multiple citations of relevant scholarly work.

Rubric for Research Methods Questions:

Score	Category	Description
0	Grievous	Either no answer is attempted, or the answer is wrong on many of its statements, or irrelevant to the question. Answer demonstrates such lack of knowledge or incorrect knowledge that student might present a liability to the public or the profession and clearly is deficient in knowledge of basic research methods and analysis.
1	Inadequate	Answer is either incomplete or underdeveloped in its treatment of the concepts or fails to include concepts that should have been included. The answer may be well developed but clearly oblique to the situation presented, or too disorganized to clearly indicate a sound grasp of research design and analysis. Typically reflects little familiarity with research design.
2	Pass	Answer directly addresses the situations presented, includes correct information, and generally demonstrates a sound grasp of research design and analysis in a logical, coherent, and organized presentation. These responses reflect familiarity with research design, but multiple citations may not be present.
3	Meritorious	Proposed method assesses the best design for the study scenario and specifies an analysis method and appropriate statistic that corresponds to the unit of analysis selected; includes appropriate metric of magnitude of effect of group differences and accounts for relevant data characteristics (nested, longitudinal, etc.). Provides cogent criteria for interpreting data. Proposal identifies assumptions associated with analysis plan, how these would be evaluated, and what could be done if these assumptions were violated. Response communicates a cogent and appropriate plan for determining whether the analysis plan is adequately powered that is backed by relevant literature.

Rubric for Ethical Dilemma Questions:

Score	Category	Description
0	Grievous	Either no answer is attempted, or the answer is wrong on many of its statements, or irrelevant to the question. Answer demonstrates such lack of knowledge or incorrect knowledge that student might present a liability to the public or the profession and clearly is deficient in knowledge of ethical decision-making steps and/or ethical and legal guidelines that govern the profession of psychology.
1	Inadequate	Answer is either incomplete or underdeveloped in its treatment of the concepts or fails to include concepts that should have been included. The answer may be well developed but clearly oblique to the dilemma presented, or too disorganized to clearly indicate a sound grasp of ethical decision-making. Typically reflects little familiarity with ethical guidelines and few relevant citations.
2	Pass	A detailed answer that directly addresses the ethical dilemma presented, includes correct information, considers rights, responsibilities, and welfare of all affected parties, and generally demonstrates a sound grasp of ethical decision-making in a logical, coherent, and organized presentation. Objectively states issues or controversies. Breaks down complex situations into clear, behavioral statements. Decision is consistent with ethical/legal guidelines. Response reflects familiarity with ethical and legal guidelines, but multiple citations may not be present.
3	Meritorious	In addition to Pass criteria, answer references multiple specific sources, such as NASP, BCBA, and APA ethical guidelines, IDEA, state guidelines, professional SP law/ethics textbooks, etc. Shows advocacy for students/clients as well as “do no harm.” Carefully evaluates in a step-by-step manner how each alternative solution will impact involved parties –Positive and negative outcomes. Suggests specific ways to follow through on decision.

Appendix G: Pediatric School Psychology Portfolio Requirements

East Carolina University Pediatric School Psychology Concentration Portfolio Assessment

One aim of the Pediatric School Psychology concentration is to train entry-level health service psychologists with broad expert knowledge of scientific psychology who can professionally and effectively apply health psychology principles to school psychology practices across a preventative three-tier model of service delivery. Students are required to compile a portfolio demonstrating their competency in basic practice areas in pediatric school psychology to be turned in at the end of the 3rd, 4th, and any subsequent pre-internship years.

The documentation will consist of samples, selected by the student, to represent your best work. Faculty will review your portfolio and it will be a part of your annual evaluation and to assess progress in the program and readiness for internship. The student must provide evidence in the portfolio of a demonstrated positive impact on children and families. This is typically demonstrated by evidence-based interventions and resulting outcome data that document positive change.

Assessment

Each portfolio will be reviewed by a team of 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) Evidence of proficiency in required competency areas; a rubric will be provided to evaluators to evaluate each required component.

Contents of the Ped School Psych Portfolio

- 1) *Annual Student Report CV*
- 2) *Draft essays for APPIC applications*
- 3) *Professional Development Plan* demonstrating emerging professional identity as a psychologist (e.g., appropriate self-awareness, self-reflection, and self-evaluation of professional development) including the use of resources (e.g., supervision, literature) for professional development and understanding of relevant professional standards, guidelines, and regulations, with attention paid to the NC Practice Act.
- 4) *Psychological report* with data-based recommendations that clearly considers bio-psycho-social factors affecting a child's functioning and psychological assessments that are technically adequate, accurate, relevant to referral problems, and useful for decision making and intervention planning.
- 5) *Counseling case study report* with pre- and post-assessment data linked to the intervention to demonstrate outcome. The report should demonstrate proficiency in developing and

implementing mental health counseling plan to enhance social-emotional outcomes for children/adolescents, including:

- a. Clearly defined problem,
 - b. Adequate background information,
 - c. Coherent case conceptualization,
 - d. Counseling goals individualized and linked to assessment data,
 - e. Strategies are based on sound theory and research,
 - f. Outcomes are evaluated with data collection,
 - g. Intervention is successful or, if unsuccessful, the outcome is adequately explained.
- 6) *Comprehensive intervention case study report* - Reports should document proficiency in processes of information gathering, problem identification and analysis, and problem-solving; observing and recording behavior; and using assessment results to generate, implement, and evaluate direct interventions.
- 7) (4th Year) *Philosophy of Supervision Statement* that demonstrates the ability to conceptualize the supervisee and the supervisory relationship within a coherent theoretical framework, shows appropriate reflection of supervision models and practices, clear description of theoretical orientation and preferred models and techniques of supervision, and adequate discussion of how supervision processes might vary at different stages of professional development.
- 8) (4th Year) *Family-School-Medical Collaboration Project* that documents competency to design, implement, and evaluate services that facilitate family-school-medical partnerships for the enhancement of academic, social-behavioral, and health outcomes for children

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

Appendix H: University Resources for Financial, Health, or Emotional Difficulties

***Center for Counseling and Student Development* - <https://counselingcenter.ecu.edu/>**

The Counseling Center helps students make the most of their opportunities for personal and academic development while enrolled at ECU. 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. 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* - <https://studenthealth.ecu.edu/>**

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, and more. An after-hours nurse line (252-328-6841) 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. Contact Student Health Services at: main switchboard 252-328-6841; pharmacy 252-328-6793.

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* - <https://student-legal.ecu.edu/>**

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 252-757-3300, for a confidential referral.

***ECU Jesse R. Peel LGBTQ Center* - <https://lgbtq.ecu.edu/>**

The university supports a LGBT Resource Office, which is in Suite 209 in the Main Campus Student Center. The LGBTQ Center works in conjunction with the Ledonia Wright Cultural Center, the Women and Gender Office, the Center for Leadership and Civic Engagement, and the Lucille Gorham Intergenerational Community Center to cultivate a transformative and culturally-competent community centered in intercultural learning.

***Victim Advocacy Services* - <https://deanofstudents.ecu.edu/advocacy/>**

The Victim Advocate provides assistance to any member of the ECU community who has been the victim of a crime or other traumatic event. All victim advocacy services are free and confidential. The Victim Advocate is available to provide nonjudgmental support and will never force a survivor to move forward with reporting unless s/he wishes to do so. To reach the Victim Advocate, simply call 252.737.1466. For after-hours services, please call the ECU PD (252.328.6787) to be transferred to the Victim Advocate on call. The Victim Advocate can be reached by email at ecuva@ecu.edu.

Appendix I: Relevant Student Organizations

Psychology Graduate Student Organization (PGSO)

PGSO is 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. PGSO also provides volunteer opportunities through the Privateer Program. The Privateers serves 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.” Examples of events and activities sponsored by the Privateers Program include the provision of blankets via Project Linus for the children at Vidant Medical Center, Pirate Party at Caswell Center (for persons with developmental disabilities), Christmas gifts for children at the Little Willie afterschool program and tutoring center, organizing food donations for local families at Thanksgiving, and gathering of school supplies for local schools. 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).

Student Affiliates of School Psychology (SASP)

The Student Affiliates of School Psychology was established to facilitate greater communication and social interaction among students across years, alumni, and faculty in the ECU School Psychology Programs. SASP strives to increase student involvement in academic and professional school psychology activities and assist faculty in providing the resources and needs of graduate students. The executive board consists of a representative from each cohort in both the Pediatric School Psychology and MA/CAS programs as elected by their peers. The council elects its own presiding officer and establishes its own meeting times and agenda, which includes a preliminary meeting in the first month of the academic year.

Student Program Meetings, Colloquia, & Grand Rounds

All monthly and special-called student program meetings are mandatory. The meetings are used not only to discuss business matters and announcements, but also as an important component of the training program where various topics and trainings are offered. The ECU Health Psychology Program offers various colloquia or grand rounds series 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.

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.

If you would like more information about activities and organizations at East Carolina University, please visit: <https://sao.ecu.edu/>

Appendix J: Potential Aid, Scholarships, and Awards

*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.

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. Most of the funds are awarded based on financial need. Contact the Office of Student Financial Aid at ECU to apply for federal, state, and institutional aid programs: <https://www.ecu.edu/cs-acad/financial/>

Travel Support – Pending available funds, if a student is a member of Psychology Graduate Student Organization (PGSO) and attends a certain number of required meetings, he/she can receive some funding for conference travel. This amount is based on the number of members and available funds. It is divided equally to the qualifying members who stated that they needed assistance with travel funding from PGSO. The Principal Investigator designates travel funding for GAs assisting with grant-funded research. When the Department has available travel funds, partial support may be available for students to travel to present research at conferences. Students should check with the Program Director to determine if departmental or Harriot College of Arts & Sciences funding is available.

Department Scholarships - In addition to graduate assistantships, the department administers some 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 Pediatric School Psychology may be considered for the **Ginger Stoddard Memorial Travel Award**. Faculty members are asked to nominate graduate students who displayed excellence in the classroom and in research. Once nominated, candidates completed an application that included an essay detailing how attending an academic conference would be beneficial to their career development.

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 apx. \$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.

National/International Fellowships and Scholarships - East Carolina University maintains an Office of National/International Fellowships and Scholarships: <http://www.ecu.edu/cs-acad/universityscholarships> 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.

Veterans Administration Educational Payments - The Offices of Veterans Administration (VA) and Social Security has programs for payment of full-time benefits to eligible veterans and dependents. To find out if you meet or how to meet eligibility requirements, you may call the Regional Processing Office (RPO) (1-888-442-4551) or visit: <https://benefits.va.gov/gibill/> For any further questions or more detailed answers, please contact: VABenefits@ecu.edu. Further information is available at the ECU Veterans Affairs Office: <https://registrar.ecu.edu/veterans/>

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.

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.

**APPENDIX K: WRITTEN DECLARATION OF RECEIPT OF
PROGRAM POLICIES AND PROCEDURES**

I, _____, have received and will carefully read the Student Handbook for the Pediatric School Psychology concentration of the Health Psychology Program, and hereby agree to follow the expectations, policies, and procedures therein to the best of my abilities.

I understand that I will be held accountable for all information contained in said Handbook and that I will be notified by the Program Director and provided access to a revised copy of the Handbook if any changes to Program policies are made while I am a student.

(Signature)

(Date)