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
Department of Psychology
East Carolina University
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 Graduate School or the University. This Handbook is meant as a supplement to these policies and procedures, which are found on the ECU Graduate School website for current students: http://www.ecu.edu/cs-acad/gradschool/current.cfm.

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, 2016

The East Carolina Creed

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

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

As an East Carolinian...

I will carry out personal and academic integrity.

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

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

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

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

In doing so, our individual freedom to learn and a pledge to serve will be preserved.
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I. 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 at ECU. Organizationaly, the department has a Chair and Program Directors that oversee the functioning of the programs/concentrations within the department—Health PhD with three concentrations (Clinical Health, Pediatric School Psychology, & Occupational Health Psychology), School Psychology MA/CAS, General Psychology MA (IO concentration), and an undergraduate BA program.

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 110-semester hour, five-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 of school psychology that includes the competencies of both school and health psychology. Pediatric school psychologists bring the understanding of learning, development, and school systems that is characteristic of school psychologists as well as knowledge of health problems, bio-psycho-social influences, prevention and intervention, and health care systems that is characteristic of the health psychologist. 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, hospitals or outpatient health 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, including the bio-psycho-social model (affective, biological, cognitive, developmental, social, and history & systems of psychology);
   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, CAS 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, CAS program is a three-year, full-time program that prepares students to work as scientist-practitioners in school settings.
   a) Differentiation from the MA, CAS Program: The PhD Pediatric School Psychology concentration (110 semester hours) and the MA, CAS School Psychology (69 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, CAS program may be available in the rare circumstance a student chooses to no longer pursue a PhD.

3. Training Goals & Models: The overarching goal 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.
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. **Core School Psychology Program Faculty:**
   1. Christy M. Walcott, Ph.D., NCSP, Associate Professor & **Program Director**, Illinois State University, 2001. **Research Interests:** Psychosocial and academic outcomes associated with ADHD, particularly literacy development; effects of chronic health problems on psychosocial and academic functioning.
   2. Lori Curtindale, Ph.D., Assistant Professor; Teaches required program courses & mentors student research. **Research Interests:** Development of attention, perception, and learning in infancy and childhood; individual differences in cognitive developmental outcomes
   3. Jeannie Golden, Ph.D., 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 emotional disorders.
   4. Sean O’Dell, PhD, Assistant Professor, Lehigh University, 2013. **Research Interests:** The sustainability and feasibility of evidence-based interventions to improve academic, social, and emotional difficulties in pediatric populations; families coping with ADHD.
   5. Brandon K. Schultz, Ed.D., NCSP, Assistant Professor, Indiana University of Pennsylvania, 2008. **Research Interests:** School-based treatment approaches for behavior disorders; home-school collaboration; school mental health movement.

D. **Other Psychology Faculty Affiliated with Concentration:**
   1. Cecelia R. Valrie, Ph.D., Associate Professor; Teaches required program courses & mentors student research. **Research Interests:** Pediatric psychology, adjustment to sickle cell disease, sleep, socio-cultural influences on childhood chronic illness
   2. Other Affiliated Psychology Faculty who routinely teach required courses:
      a) Jennifer Bowler, Ph.D., Associate Professor (Social & IO Psychology)
      b) Lisa Campbell, Ph.D., Associate Professor (Clinical Health)
      c) Tony Cellucci, Ph.D., ABPP, Director of ECU PASS Clinic
      d) Erik Everhart, Ph.D., ABPP, CBSM, Professor (Clinical Neuropsychology)
      e) Alex Schoemann, Ph.D., Assistant Professor (Experimental/Statistics)
      f) Samuel F. Sears, Ph.D., Professor, Director of Doctoral Studies (Clinical Health)
      g) Tuan Tran, Ph.D., Associate Professor (Neuroscience)
      h) Karl Wuensch, Ph.D., Professor (Experimental/Statistics)

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 as well as with programs in College of Education, the Department of Child Development and Family Relations, and the School of Allied Health Sciences for relevant coursework and research.
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 as well as the potential for strong training experiences. Vidant Hospital (the teaching hospital of the Brody School of Medicine) and its affiliated outpatient clinics are also available for research and clinical training. The Department of Psychology also has existing collaborative relationships with local mental health centers to provide multidisciplinary training opportunities for students.

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 or the Rawl building (Room 311) on the ECU campus. Doctoral students have access to two clinic observation/supervision rooms that have camera supervision capabilities, and at least six computers and a printer for completing notes, clinical records, and reports. The clinic is open in accordance with the university calendar. See the PASS Clinic website for a listing of current specialty services: [http://www.ecu.edu/cs-cas/psyc/ecupass/index.cfm](http://www.ecu.edu/cs-cas/psyc/ecupass/index.cfm)

F. **Program Resources:**
   1. Students have access to both the Joyner Library and the Laupus Health Sciences Library at the Brody School of Medicine.
   2. Students have access to various lab spaces within the Rawl Building during hours the Rawl Building is open. 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 (see below). Core faculty in the doctoral program often have individual or shared lab space for students to conduct research, teaching assistant duties, meetings, and general doctoral program responsibilities.

G. **Revision History** - Reviewed & Approved by SP Faculty September 2015
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 of Pediatric School Psychology remains 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 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 research lab activities.
   3. Complete your Annual Report CV 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 September 2015

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 the classroom setting. In addition, the student is sequentially introduced to educational and health settings through applied exercises and practica prior to the internship experience. 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. As in other research-focused programs of doctoral study, 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. 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](http://www.ecu.edu/cs-acad/registrar/catalog.cfm) at his/her 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, he/she 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 the doctoral degree.

2. Out-of-town, **Summer Externships** will only be allowed for students who have successfully defended their MA Thesis project.

3. The Dissertation proposal must be successfully defended prior to **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**.

4. **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.

5. **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 the ECU Graduate School and must be earned in a regionally-accredited institution. Graduate-level course work taken elsewhere is not automatically applicable to the Health Psychology doctoral degree program at East Carolina University. All requests for transfer credit must be made to the Program Director in writing, not later than the end of the second semester of study. The request must include copies of transcripts listing the course(s) and a copy of the syllabus used in the course. The SP Faculty will determine whether a course may be transferred in or substituted by considering 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 five 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.

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

E. **Revision History** – Reviewed & Approved by SP Faculty September 2015
IV. RESEARCH AND SCHOLARSHIP

A. Purpose – Pediatric School Psychology uses a scientist-practitioner model. Students learn the basic skills of research design and statistical analysis and apply these skills in two major research projects: Thesis and the Dissertation. Both are required for PhD 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 typically enrolls for thesis hours across two or three consecutive semesters (minimum of 2 semesters of PSYC 7000 for 3 credit hours each, for a total of 6 hours) in his/her second year. In order to successfully complete the thesis, the student must pass an oral examination on the thesis (thesis defense) based on a completed document, approved by the committee and submitted in accordance with current ECU Graduate School requirements: http://www.ecu.edu/cs-acad/gradschool/ETD-Vireo.cfm

2. Dissertation Project. The dissertation allows the student to demonstrate his or her competencies in 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 fourth and 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 Pediatric School Psychology concentration faculty and is responsible for directing the student’s project. The student, in consultation with the thesis chair, selects the other committee members based on their competencies in the area of the thesis topic, research design or statistical expertise, or other relevant expertise. All committee members must meet requirements for ECU Graduate Faculty status.

2. Dissertation Committee must consist of at least five members (including the dissertation chair). The dissertation chair must be from the Pediatric School Psychology concentration, although he or she may co-chair with one of the affiliated Health Psychology faculty if approved by the Program Director. One committee member must be external to the concentration. All committee members must meet requirements for ECU Graduate Faculty status.

3. Requirement for Research Design: Either the thesis or the dissertation of a Pediatric School Psychology student must involve collecting original human subjects data.

4. Timelines For Completion

   a) Thesis Defense: All students entering without a thesis approved by the faculty must successfully defend a thesis by the end of the third year of training.

   b) Dissertation Proposal: The dissertation proposal must be presented to and approved by the Dissertation Committee prior to student beginning application for APPIC Internship Match (typically November 1st of the year of internship application). Ideally, all data collection should be completed prior to leaving for internship.

   c) Dissertation Defense: All students must complete defense of the dissertation within ten years of admission. With endorsement of the Dissertation Committee and the Associate Dean of the Graduate School, students may request one extension of not more than two semesters, summer included.
5. **Notification of Committee Meetings** - Each committee member will receive a copy of a thesis/diss. proposal at least 7 calendar days prior to the meeting. Once the chair approves final draft, the student will provide each committee member with the thesis/diss. at least 7 calendar days prior to the defense meeting. A copy will also be placed 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 the thesis/dissertation, the name of the student, the name of the thesis/dissertation chair, and the names of all other committee members. This notice is usually done via email notification to all faculty and graduate students via the ECUPSY-L listserv (address your email to ECUPSY-L@Listserv.ecu.edu).

6. **Thesis/Dissertation Grading.** Students will register for PSYC 7000 for thesis course credits and PSYC 9000 for dissertation course credits. The grade of S will denote satisfactory progress in research; credit hours will be included in overall attempted and earned hours. This will ensure that graduate students making satisfactory progress will remain eligible for federal financial aid for the longest period of time allowable. The grade of U will denote unsatisfactory progress in research; credits will not be earned but credit hours will be included in attempted hours. Upon successful defense of the thesis or dissertation and approval by the Graduate Dean, the grade of R will be assigned by the Registrar’s Office upon receipt of the Thesis/Dissertation Acknowledgement Form from the Graduate School. Grades of S, U, and R will carry no quality points and will not be included in the calculation of grade point averages.

C. **Responsibilities** – The thesis/diss. committee members provide resource and evaluative functions during the project. All committee members attend the oral proposal defense, 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, as well as the Advancement to Doctoral Candidacy form (http://www.ecu.edu/cs-acad/gradschool/Academic-Policies-and-Forms.cfm). Following the proposal, the student is responsible for keeping the committee 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 draft of the thesis/dissertation.

D. **Procedure** - This is an outline of the thesis/dissertation process; students should also consult the ECU Graduate School website for information on preparation and submission of Theses and Dissertations.

1. **Identifying a topic** - As early as possible the graduate student should identify an area of interest for thesis and begin reading in that area. The student will usually find that it is advantageous to choose an area in which the major advisor has expertise. The topic for a dissertation is developed by the student with approval of the Dissertation Committee and should be a health-related area of concern to school psychology. This should reflect an area of interest to the student, ideally related to long-term professional interests. The dissertation should represent original work in the selected topic area and make unique contributions to the field.

2. **Committee Selection** - The student, in consultation with the chair, will choose a Committee to guide the research process. It is important that the Committee reflects the student’s research interests and offers competencies that can assist the student’s scholarly inquiry. Continuity of members throughout the process is advantageous, and
any changes in committee membership should always be made in consultation with
the Program Director.

3. **Proposal Preparation** - Once a topic has been identified, the student works with the
chair and committee members, as necessary, to prepare a proposal. The proposal
should include an Introduction and Literature Review (including research
hypotheses), Proposed Method (including proposed data analysis plan), and
References. The proposal should be formatted based upon the most current APA
Publication Manual, while also following the preparation standards outlined by the
ECU Graduate School. Students should submit their proposal draft through Safe
Assign or a similar plagiarism check and share final report with the Chair before
submitting to full committee for defense.

4. **Proposal Defense** - As soon as the proposal has been prepared to the extent that the
student and chair feel confident about presenting it for review, a committee meeting
should be arranged. The student will provide each committee member with the draft
in accordance with above program policies. The student 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 (UMCIRB:
http://www.ecu.edu/irb/).

5. **Completing the research** - Once UMCIRB approval is granted, data collection can
begin. When completed, the student will prepare the final manuscript. Early drafts
should be developed in close consultation with the committee chair. Once the chair
has approved a final draft, the student will provide each committee member with the
draft in accordance with above program policies, and will publically note the time and
location for the defense to all faculty and graduate students via the ECUPSY-L listserv.

6. **Defending the thesis/dissertation** - The student must complete a final oral
examination (defense) administered by the Thesis or Dissertation Committee. The
first part of the final oral defense is open (the student’s presentation), but the
remainder is closed with only the student and the committee members present.
During the defense the student makes a formal presentation of the research problem,
hypothesis, methodology, analysis and interpretation of the data, and implications of
the findings. Following the presentation, the committee chair will entertain questions
for the student from the committee. The committee will then deliberate in private
regarding the approval of the student’s thesis/dissertation.

7. **Depositing the thesis/dissertation** - Following the defense, the student must
complete any corrections or additions that are indicated by the committee. Once the
final draft is completed, the student should obtain the appropriate signatures from the
committee and submit the manuscript to the Psychology Department Chair for review
and signature. The student then follows the Graduate School’s procedures for
electronic submission. Students must electronically submit their dissertation to the
Graduate School at least ten days prior to the last day of classes of the student’s final
semester if they intend to graduate that semester. The Graduate School will check to
see that all the required sections of the thesis/dissertation are included and will give
the student a receipt certifying completion. A copy of the completion form and the
final electronic (PDF) copy of the dissertation should be forwarded to the Program
Director to verify that the student has successfully completed the requirement.

E. **Revision History** - Reviewed & Approved by SP Faculty September 2015
V. SUPERVISED CLINICAL EXPERIENCES

A. Purpose - The competent practice of psychology requires that practitioners possess knowledge and skill in the execution of a wide variety of professional activities. The program therefore requires significant skill practice beginning in the first year and extending throughout the program. In all practica, students receive individual practicum evaluations by on-site supervisors based on a specific competencies evaluation instrument. 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 school psychology curriculum require students to complete coursework assignments in applied skills and/or applied settings (PSYC 6409, 6410, 7411, 7442). These assignments are designed to teach students practical applications of the course content and to allow students to practice new skills. The supervision of students involved in applied projects will come from the faculty member teaching the course. First year field experiences consist of an average of two hours per week in activities that are designed to provide initial practice and exposure to a) working with children (e.g., academic tutoring), b) the profession of school psychology (e.g., observation of school psychological services/activities), and c) to schools as systems (e.g., observation of instruction or attendance at a PTA meeting). Students will participate in a series of experiences that have been approved by program faculty and integrated into first year coursework.

2. School-Based Practica. Two school-based practicum courses are required (PSYC 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 practicum sites selected by the program that will provide a variety of professional school psychology experiences. Students will participate as much as possible in a broad range of services provided by school psychologists. 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.

3. 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 health program, 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 practica (assessment, consultation & intervention) but with an emphasis on health related issues and/or health care settings. 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 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.
4. **The Pre-doctoral Internship.** The Internship (PSYC 8990, 12 credit hour minimum) 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 ongoing practice of professional psychology. The internship site should be chosen carefully, with particular attention to one’s long-term professional objectives. The application and selection process should occur in close consultation with one’s major advisor. The Program Director’s approval as to readiness for the internship must also be granted prior to initiating the application process.

B. **Program Policies**
   1. **Logging System.** All practica and internship experiences will be logged using a program-approved logging/tracking system (Time2Track or MyPsychTrack). Consult with the Program Director 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 students 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 student participation in practicum.
   3. **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. Information on insurance coverage and exclusions is provided in **Appendix F.**
   4. **Readiness for internship** will be judged by program faculty and based on the following criteria:
      a) Successful completion of a thesis project and comprehensive examination, successfully defended dissertation proposal, and evidence that all required coursework except for internship (8990) and dissertation hours (9000) will be complete by start of internship;
      b) Satisfactory practicum ratings by field supervisors that confirm the student’s competencies across core practice areas based on a set of organized, sequential practicum experiences. Evidence must show that practica have spanned different training facilities, resulting in the acquisition of a wide range of assessment, intervention, and supervision skills (at least 450 face-to-face hours of assessment/intervention & at least 150 hours of supervision received);
      c) Contributions to the science of school 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 behaviors consistent with our training goals; 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 (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 internship training sites on a competitive basis through the Association of Psychology Predoctoral and Internship Centers (APPIC) match process. Consult the APPIC website (www.appic.org) for more detailed information about the internship match process. Students have the option of seeking internships in local school districts and agencies as well, if the student can demonstrate that the site is in substantial compliance with NASP/APA/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 their **Major Advisor** on a regular basis to consider the available practicum settings and plan for appropriate types and overall number of practicum experiences. **Students** who wish to apply for internship should write the Program Director no later than September 1 of the year preceding that in which they plan to begin an internship. The student should document that all pre-internship requirements have been met (or anticipated dates when they will be met).

D. **Procedures**

1. **Practicum Assignments** - Second-year school-based practica are arranged by the Program Director. The offerings of advanced, Health Psychology practica vary from semester to semester, and include both PASS Clinic and other external sites. Students should discuss options with their Major Advisor for the upcoming semester, and choose practicum experiences based upon one’s 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)** – When prompted by the Program Director, complete a simple worksheet of information so that you can be authorized to use Certiphi.com, the ECU-approved vendor. You will then receive an email within 72 hours with further instructions from studentedition@certiphi.com with the subject line, “Application Station – Student Edition.” (It’s definitely possible that the email may land in your junk or spam filters; please check these areas). If you do not receive the email from Application Station within 3 working days, please let Program Director know. The fee for the CBC is $20-$30 to be paid on the website. Your CBC should be ready within 2-3 working days. Some internship sites will accept a printed copy of your CBC from you, but others will not. If needed, the Program Director will send your CBC to your fieldwork site for you, but we will first need you to complete a release form (see Rachel Baker). WE CANNOT SEND YOUR INFORMATION WITHOUT THIS RELEASE. Please let Program Director know if you need for this done.
3. **Internship readiness and site selection** - Students who wish to apply for internship should write the Program Director no later than September 1st of the year of internship application. The student should document that all pre-internship requirements have been met (or anticipated dates they will be met).

E. **Revision History** - Reviewed & Approved by SP Faculty September 2015

VI. **COMPREHENSIVE EXAMINATION**

A. **Purpose** - The purpose of the comprehensive examination is a) to demonstrate competence in various substantive domains of psychology, and b) to review and integrate a large fund of educational and psychological knowledge into a meaningful perspective. Your ability to problem solve, provide a balanced and defendable response, and to communicate effectively are among the many skills that are assessed via this requirement. Comprehensive Examination (Comps) for Pediatric School Psychology consists of two parts. **Part I:** PSP students are required to take the *NTE Praxis II* exam in school psychology ([http://www.ets.org/praxis/prepare/materials/5402](http://www.ets.org/praxis/prepare/materials/5402)) as part of Comps (usually summer after student’s 2nd year of training). **Part II:** PSP students who have completed a substantial portion of their studies in the doctoral program must complete and pass a written examination (usually after student’s 3rd year of training).

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 the student’s responsibility to email a PDF copy of these scores to the Program Director.

2. **Written Exam Eligibility:** In order to sit for the written portion of the exam, there are three prerequisites: The student’s MA-level coursework must be completed; the student must have obtained a minimum cumulative B average in graduate level courses; and the student must submit a memo of intent to sit for comprehensive examination to the Program Director. 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 Content:** Comprehensive exam questions will be generated by the faculty and finalized by the Major Advisor and two additional faculty members who will serve as the grading committee. The written exam will cover the following areas: Foundations in the Science of Psychology (3-4 questions), Research Methods & Analysis (1 question), and Ethical Decision Making (1 ethical dilemma). The committee will develop 10-14 possible exam questions. These questions are fundamental in nature and they are designed so that all school psychology students who graduate from our program should be able to address the issues being asked.

4. **Written Exam Format:** Students will be provided with a list of 10-14 possible exam questions 2 weeks prior to sitting for the exam, from which the actual exam questions will be drawn. You will be allotted 5 hours each day for two consecutive days to complete the examination. Exam questions will be designed to assess the three previously mentioned areas, but emphasis will be placed upon the student’s ability to integrate knowledge across key concepts, theories, and practices from education and psychology. The student will be allowed to bring to the exam a list of key references, but no other materials. Each student will have a computer that allows access solely to
5. **Written Exam Scoring:** Upon completing the exam, two faculty members from the student's grading committee will score the exam using scoring rubrics (see Appendix G). 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 two 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 and Major Advisor must meet to discuss the results and implications for further study and remediation. The student is not required to retake the entire exam, but will need 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 a majority of 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 exam, the student receives a consecutive *No Pass* evaluation.

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 written comps with your Major Advisor, and alert the Program Director to your intent to sit for the exam (typically during 3rd yr).
4. Several months before the written exam, prepare a reading list and a plan for dedicated study time. Required readings come from primary course syllabi, including readings recommended but not required for courses, when applicable. Students also are encouraged to search reference lists of primary readings to identify articles that will deepen their knowledge in each area of study. Exam answers are expected to be scholarly, scientific, accurate, and organized.
5. After the exam is scored, you will receive written feedback. Discuss this with your Major Advisor, and make a plan to address any revisions if necessary.
6. Schedule oral retake if needed.

E. Revision History – Reviewed & Approved by SP Faculty September 2015

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://www.ecu.edu/cs-acad/gradschool/current.cfm 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 at http://www.ecu.edu/cs-acad/gradschool/Academic-Policies-and-Forms.cfm.

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 September 2015
VIII. GUIDELINES ON THE AWARDING OF GRADUATE DEGREES

A. Purpose - Multiple degrees are available toward the ultimate goal of earning a PhD in Health Psychology, Pediatric School Psychology concentration. Below is a list of degrees that may be awarded on the way to earning the PhD. A full listing of graduation policies and procedures is available on the ECU Graduate School website: http://www.ecu.edu/cs-acad/gradschool/current.cfm

B. Program Policies

1. Master of Arts (MA) degree in school psychology: Students who enter the doctoral program with a BA or BS will earn a Master of Arts (MA) degree in school psychology before conferral of the PhD. The MA in School 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 School Psychology degree are listed in current ECU Graduate Catalog.

2. Certificate of Advanced Studies (CAS) degree in school psychology: Additional CAS-level courses plus a 1200-hour (minimum) internship, which includes at least 600 hours in a school setting, are required to earn the CAS (specialist-level) degree. Requirements to earn the CAS in School Psychology degree are listed in current ECU Graduate Catalog. Thus, upon completion of the Pre-Doctoral Internship in Pediatric School Psychology, students can earn both a Ph.D. in Health Psychology and a CAS in School Psychology, if their doctoral internship included at least 600 hours in a school setting. The CAS is an optional degree for doctoral students.

3. 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.

4. Enrollment & Graduation: ECU graduate students are required to be registered the semester they graduate, with the exception of Summer term if the student was enrolled the previous Spring semester. Students that have completed their degree requirements (dissertation submitted & approved by graduate school, incomplete grades removed) by the published commencement date will be certified for graduation in that semester. Students finishing degree requirements after the commencement date will not be allowed to graduate retroactively.

C. Responsibilities

1. The student must alert the Program Director one semester before they plan to apply for the MA (or CAS) 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. The Program Director will automatically submit graduation paperwork for students on Pre-doctoral Internship, but the student must apply for graduation using Banner self-service (http://www.ecu.edu/cs-acad/gradschool/current.cfm).
D. Procedures

1. **Application for Graduation** must be completed online at least one semester prior to completing the requirements of the degree as stated by the *Graduate Catalog*. Directions for completing the online application can be found here: [http://www.ecu.edu/cs-acad/gradschool/current.cfm](http://www.ecu.edu/cs-acad/gradschool/current.cfm)

2. Consult with Program Director to complete the **graduation summary form**. This form is to be signed by the Program Director and submitted to the Registrar’s Office during the intended term of graduation.

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 September 2015

IX. **STUDENT ASSESSMENTS**

A. **Purpose** - Competent practice as a school psychologist requires the integration of knowledge and professional skills across school and health psychology practice domains. Students are required to undertake a number of evaluations of their learning outcomes throughout their training. The purposes of these evaluations include providing formative assessment and feedback of students as well as evaluating program effectiveness. Faculty members assume the responsibility for placing highly trained professionals in the mental health field. **Annual Evaluations of Student Progress** provide an important opportunity to give students constructive feedback and to identify early problems that may require an individualized remediation plan. Student 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; and
   f) 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 H**.
C. **Responsibilities - Students** must submit to the Program Director an **Annual Student Report CV** (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 or Program Director** 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 CV when requested by the Program Director.
3. Following the annual review of graduate student progress, each student meets with the Program Director or their Major Advisor to review results of the annual evaluation. Each student also receives a written letter documenting their progress, a copy of which is placed in his/her academic file.
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 2015

**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 bring together 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, creed, national origin, gender, age, sexual orientation or disability. Regular admission to the program is contingent upon meeting all requirements of the Graduate School and being recommended for admission by the Pediatric School Psychology faculty. The program strives to admit students who meet the criteria for regular admission, but no single criterion is used to determine admission to the program. 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; **Graduate Record Examination** scores taken within the previous five years (Accepted students typically have GRE combined scores of 310 or above); three letters of reference, two of which must be from psychologists (typically the applicant’s former professors); completed ECU Graduate School application (www.ecu.edu/gradschool); 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 ([http://www.ecu.edu/cs-admin/accessibility/index.cfm](http://www.ecu.edu/cs-admin/accessibility/index.cfm)) 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 located in Slay 138, and is open Monday through Friday, 8:00am – 5:00pm. E-mail: dssdept@ecu.edu; Phone: 252-737-1016.

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

4. **Enrollment Policy** - Students are accepted only in the Fall and only for full-time study. Full-time status at the University is a minimum of 9 hours per semester, although in many instances students will take up to 12 hours per semester. No more than 15 semester hours of work may be taken in any one semester without the written permission of the student’s major advisor and the Program Director. Full-time enrollment allows students to develop supportive relationships with peers, immerse themselves in the academic experience, and provides a more consistent educational experience.

5. **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 Graduate Assistants should not work more than twenty hours per week during the academic year and are limited to 25 hours per week in the fall and spring semesters in any combination of appointments – assistantships, self-help, College Work Study, other paid positions at ECU. Foreign students are limited to twenty hours per week, no exceptions (this is a federal requirement). During first and second summer sessions, all graduate students are limited to 38 hours per week. Requests for exceptions to the 25-hour rule must be made via petition to the Director of Graduate Assistants and the Graduate School.

6. **Financial, Health, or Emotional Difficulties** - Graduate school can be a very difficult and demanding time such that personal and emotional problems can arise. Seeking help when needed is actually a positive, professional response. As indicated 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 Major Advisor for individual consultation, and to the Program Director or their Major Advisor for formal motions related to the program. See *Appendix I* for a listing of relevant University resources for assisting with financial, health, and emotional difficulties.
7. **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.

8. **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.

9. **Termination from Program** - If recommendation is made for termination, a conference will be held with the Program Director, the Department Chair, and the student. The Department Chair will notify the Dean of the Graduate School who will officially notify the student by letter 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;
   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 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 Program Director for any questions or concerns about meeting these policies.

E. **Revision History** – Reviewed & Approved by SP Faculty September 2015
XI. STUDENT GRIEVENCES & 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 in order to promote the resolution of these issues in a constructive fashion. These procedures are guided by relevant University policies and the guidelines published by the American Psychological Association (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 with regard to 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 in an attempt to resolve any disagreements. If the student perceives that speaking directly to the person of concern causes a safety risk, the student may consult their Program Director for assistance. The Program Director will assist the student, preferably by facilitating a discussion between the student and the faculty, staff or student. The Program Director may also discuss the situation directly with the faculty member, staff or student involved to promote a solution that is agreeable to all parties. Concerns not resolved with the faculty member or program director may be addressed to the chair.
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 Assistantships. If the Director of Graduate Assistantships is the subject of the complaint, then the student should contact the Department Chair. At this point, the Director of Graduate Assistantships or Chair would speak with the faculty member, either individually or with all parties concerned. The goal is to find a satisfactory resolution, keeping in mind reasonable expectations of both faculty and students. Concerns not resolved with the faculty member or program director may be addressed to the chair.

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, http://www.ecu.edu/cs-acad/gradschool/current.cfm

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, Suite G 406 Old Cafeteria Complex, 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, http://www.ecu.edu/cs-acad/gradschool/current.cfm

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: http://www.ecu.edu/studentaffairs/dos/rules_policies.cfm

C. **Responsibilities – Students** should become familiar with 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 July 2016

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: [http://www.ecu.edu/studentaffairs/dos/rules_policies.cfm](http://www.ecu.edu/studentaffairs/dos/rules_policies.cfm), 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](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)) and HIPAA ([http://www.hhs.gov/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 at all times, 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 sexual orientation, race/ethnicity, national origin, age, sex, religious preference, or disability. We encourage personal introspection and discussion of values and beliefs in a supportive environment. Although the program faculty recognizes the constitutional right of free speech, it will
not support behaviors, which are judged to be highly intolerant 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 I for a list of resources to help handle stressors.

6. **On-Line Personal and Professional Image.** Students are reminded that on-line communications and personal web pages are often readily accessed by potential employers and community members from all walks of life. Although the program has no desire to restrict your freedom of speech, be aware that ill-considered or unprofessional 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** (http://www.ecu.edu/cs-itcs/customCF/SocialMediaGuidelines.pdf).

7. **Professional Affiliations.** The Pediatric School Psychology Concentration encourages students to become involved in professional and academic activities to the fullest extent possible. 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). 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 J 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** 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 Program Director for any questions or concerns about these policies.

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2. Inform the Program Director of any situation that is likely to affect your ability to complete program responsibilities.

E. Revision History – Reviewed & Approved by SP Faculty September 2015

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 of 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 K 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 tuition waiver for fall and spring courses, and health insurance. However, University fees are the responsibility of the student.

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, out-of-state remissions are for one academic year only (Fall and Spring) and are not renewable. On occasion there is additional money available through the Graduate School to provide for tuition remission for summer school, and information on the availability of summer tuition remissions is usually available late in the spring semester. A student awarded an out-of-state tuition remission is responsible for paying 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, not the plan for post-docs.) 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 $15,000. Departments may opt to pay their assistants at a higher rate by using one source or multiple sources of funds. More specific information is not available until offers of admission are made each Spring because new grants are always being received and financial conditions change. Following are assistantship definitions prepared by the Graduate School:

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 Assistants 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 Assistants. Faculty members and students may contact the Director of Graduate Assistants 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, in the course of 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: [http://www.ecu.edu/cashier/tufee.cfm](http://www.ecu.edu/cashier/tufee.cfm). 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. In regard to 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: [http://www.ecu.edu/cs-acad/financial/](http://www.ecu.edu/cs-acad/financial/). East Carolina University maintains an Office of University Scholarships ([http://www.ecu.edu/cs-acad/universityscholarships](http://www.ecu.edu/cs-acad/universityscholarships)) 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: [http://www.ecu.edu/cs-acad/gradschool/residency.cfm](http://www.ecu.edu/cs-acad/gradschool/residency.cfm), if their intent is to become permanent legal residents of NC. It is strongly recommended that students review the laws and regulations outlined prior to submitting an Application 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 to the Graduate School 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 very competitive.

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** - Reviewed & Approved by SP Faculty September 2015

**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 ([http://www.ecu.edu/cas/cas/psyc/PSP-base-2014.cfm](http://www.ecu.edu/cas/cas/psyc/PSP-base-2014.cfm)) 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 (SACS)** Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. Its mission is to assure the educational quality and improve the effectiveness of its member institutions; ECU is accredited by SACS. ECU requires that each department conduct annual evaluations of student learning outcomes for SACS
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 appraised 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 2015
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 degree in School Psychology (MA, CAS 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
Pediatric School Psychology faculty have developed specific program aims and required competencies, using APA *Standards of Accreditation* as a guide. The objectives are designed to help students meet the broad program goals, and graduates are expected to demonstrate specific competencies within the objectives stated below. Specific competencies are routinely assessed as a measure of student progress as well as our program’s success in achieving the stated training goals.

Program Aim #1: Graduates will have adequate discipline-specific knowledge of psychology (affective, biological, cognitive, developmental, social, and history & systems of psychology), including the bio-psycho-social model.

Objective 1.1: History and Systems and Basic Content Areas of Scientific Psychology - Graduates will have basic knowledge of the core domains of psychology.

Objective 1.2: Research and Quantitative Methods - Graduates will be competent in contemporary research methods, psychological measurement, and techniques for data analysis.

Program Aim #2: To teach and support skills associated with strong professional dispositions and behaviors consistent with ethical, legal, and professional standards.

Objective 2.1: Legal, Ethical, and Professional Practice - Graduates will demonstrate knowledge and behaviors consistent with responsive ethical decision-making and the professional characteristics needed for effective practice.

Objective 2.2: Respect for Individual and Cultural Diversity in Development and Learning - Graduates will provide services that reflect understanding of and sensitivity to individual and cultural diversity.

Professional Values & Attitudes
Communication & Interpersonal Skills

Program Aim #3: To teach knowledge and skills in the practice of school psychology, with application of health psychology principles and the integration of science and practice.

Objective 3.1: Graduates will exhibit competence in health psychology practice foundations, including establishing and maintaining effective family–school–medical collaborations.

Objective 3.2: Graduates will exhibit competence in psychological assessment & data-based decision making.

Objective 3.3: Graduates will exhibit competence in consultation and supervision skills.

Objective 3.4: Graduates will exhibit competence in the design and delivery of interventions to promote academic, social, behavioral, and emotional functioning.

Objective 3.5: Graduates will exhibit competence in prevention and system-wide practices to promote learning, health, & wellness.
## Appendix C: Typical Sequence of Study

### Fall – Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6404</td>
<td>SP Professional School Psychology (3)</td>
</tr>
<tr>
<td>6409</td>
<td>School Assessment I (3)</td>
</tr>
<tr>
<td>6452</td>
<td>Child &amp; Adolescent Psychopathology (3)</td>
</tr>
<tr>
<td>6430</td>
<td>Statistics and Research Design w/Lab (3)</td>
</tr>
<tr>
<td>8001</td>
<td>Health Psychology Colloquium (1)</td>
</tr>
</tbody>
</table>

*Work with primary advisor to select a thesis topic; read literature and develop the research question*

**CREDIT HOURS:** 13

### Spring – Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Details</th>
</tr>
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<tbody>
<tr>
<td>6402</td>
<td>School Consultation (3)</td>
</tr>
<tr>
<td>6407</td>
<td>Cultural Psychology (3)</td>
</tr>
<tr>
<td>6410</td>
<td>School Assessment II (3)</td>
</tr>
<tr>
<td>7431</td>
<td>Advanced Research Design (3)</td>
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</table>

*Continue to read literature and develop research question/hypotheses with your primary advisor*

*Develop an initial Thesis proposal*

**CREDIT HOURS:** 12

### Summer Session I and II – Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Details</th>
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<tbody>
<tr>
<td>6467</td>
<td>Psychotherapy with Children and Families (3)</td>
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<tr>
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<td>Approved Ed Foundations Elective (3)</td>
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**CREDIT HOURS:** 6

### Fall – Year 2

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<tr>
<td>6333</td>
<td>Applied Behavior Analysis (3) (Approved Ed Foundations Elective)</td>
</tr>
<tr>
<td>6414</td>
<td>Biological Bases of Behavior (3) *offered odd years or 6428 Cognitive Psychology (3) *offered even years</td>
</tr>
<tr>
<td>7000</td>
<td>Thesis (1)</td>
</tr>
<tr>
<td>7442</td>
<td>Psychological and Educational Interventions (3)</td>
</tr>
<tr>
<td>7950</td>
<td>School Practicum in Psychoeducational Assessment (3)</td>
</tr>
</tbody>
</table>

*Identify Thesis Committee; defend Proposal; Submit IRB.*

**CREDIT HOURS:** 13

### Spring – Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6408</td>
<td>History of Psychological Thought (3) *offered even years or 6406 Advanced Developmental (3)</td>
</tr>
<tr>
<td>7411</td>
<td>School Assessment III (3)</td>
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<td>7951</td>
<td>School Practicum in Therapeutic Interventions (3)</td>
</tr>
<tr>
<td>7000</td>
<td>Thesis (3)</td>
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</table>

*Collect & analyze Thesis data*

*Register with ETS to take Praxis-II School Psychology Exam in June*

**CREDIT HOURS:** 12

### Summer – Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Details</th>
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<tbody>
<tr>
<td>7000</td>
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</table>

*Draft Thesis Results & Discussion*

### Fall – Year 3

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<tr>
<td>6421</td>
<td>Social Psychology (3)</td>
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<tr>
<td>6414</td>
<td>Biological Bases of Behavior (3) *offered odd years or 6428 Cognitive Psychology (3) *offered even years</td>
</tr>
<tr>
<td>8404</td>
<td>Pediatric School Psychology (3) or 8994 Seminar in Pediatric School Psychology (3) <em>alternated every year</em></td>
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<tr>
<td>8460</td>
<td>Health Advanced Practicum (3)</td>
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</table>

*Oral Defense of Thesis; final edits; deposit with Grad School.*

**CREDIT HOURS:** 12
<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
</table>
| **Spring – Year 3** | | 6408 History of Psychological Thought (3) offered even years or 6406 Advanced Developmental (3)  
8416 Psychopharmacology (3) offered odd years  
8002 Health Psychology (3)  
8460 Health Advanced Practicum (3)  
Read relevant literature & develop Dissertation research question  
CREDIT HOURS: 9 - 12 |
| **Summer – Year 3** | |  
Sit for Comprehensive Examination (typically June)  
Outline Dissertation Proposal  
Optional – 8460 Health Adv. Practicum (3); summer externship |
| **Fall – Year 4** | | Approved Stats Elective (3)  
7413 Pediatric Clinical Neuropsychology (3)  
8001 Health Psychology Colloquium (1) – APPIC Prep Course  
8404 Pediatric School Psychology (3) or 8994 Seminar in Pediatric School Psychology (3) alternated every year  
8460 Health Advanced Practicum (3) optional  
9000 Dissertation (1) – Finish Diss. Proposal; Defend proposal; IRB  
Once Comp Exam passed & Diss. proposed, you will advance to ‘Doctoral Candidacy’  
CREDIT HOURS: 10-13 |
| **Spring – Year 4** | | 8416 Psychopharmacology (3) offered odd years  
9000 Dissertation (3-6) – Collect Diss. data; analyze data; write up Results  
8460 Health Advanced Practicum (3) optional  
CREDIT HOURS: 9 |
| **Fall – Year 5** | | 8990 Pre-doctoral Internship (3)  
9000 Dissertation (3) – work on final draft revisions; oral defense  
CREDIT HOURS: 6 |
| **Spring – Year 5** | | 8990 Pre-doctoral Internship (3)  
9000 Dissertation (3) – Make final edits; electronically submit Diss. by July date (see Univ. Academic Calendar) for Summer graduation  
Candidate may apply for the [CAS in School Psychology](#) degree to be award in May (if internship included at least 600 school-relevant hours)  
CREDIT HOURS: 6 |
Appendix D: Annual 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 Stodard Memorial Award (2018, April), ECU Department of Psychology.

**REQUIRED COURSEWORK CHECKLIST**
*Use checkmark for courses completed; note semester taken and grade earned.
*If course substitution or transfer credit was used, note the replacement course.  *(Formal ECU Grad School approval will be required for these; see program director.)*

<table>
<thead>
<tr>
<th>Core Requirements Psychology Ph.D. (45 hrs)</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Foundations in Science &amp; Practice of Psychology/Ethics (21 hrs)</strong></td>
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<tr>
<td>✓ 6414 PSYC: Biological Basis of Behavior (3)</td>
<td>Sp19</td>
<td>B</td>
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<tr>
<td>✓ 6421 PSYC: Social Psychology (3)</td>
<td>Fa20</td>
<td>A</td>
</tr>
<tr>
<td>6428 PSYC: Cognitive Psychology (3)</td>
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<tr>
<td>6406 PSYC: Advanced Developmental Psychology (3)</td>
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<tr>
<td>6407 PSYC: Cultural Psychology (3)</td>
<td></td>
<td></td>
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<tr>
<td>6408 PSYC: History of Psychological Thought (3)</td>
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<td></td>
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<tr>
<td>6404 PSYC: Professional School Psychology (3)</td>
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</tr>
<tr>
<td><strong>Research Methods, Analysis, &amp; Psychological Measurement (24 hrs)</strong></td>
<td></td>
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<tr>
<td>6430 PSYC: Statistics and Research Design (3)</td>
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<td>7431 PSYC: Advanced Research Design (3)</td>
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<tr>
<td>7000 PSYC: Thesis/pre-dissertation research (6)</td>
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<td>9000 PSYC: Dissertation (12)</td>
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<table>
<thead>
<tr>
<th>Core Requirements Ped. School Psychology Concentration (65 hrs)</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Health Psychology Core (17 hrs)</strong></td>
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<tr>
<td>8001 PSYC: Colloquium in Health Psychology (1, 1)</td>
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<td>8002 PSYC: Health Psychology (3)</td>
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<tr>
<td>8404 PSYC: Pediatric School Psychology (3)</td>
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<tr>
<td>8416 PSYC: Psychopharmacology (3)</td>
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<tr>
<td>8994 PSYC: Seminar in Pediatric School Psychology (3)</td>
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<td>Approved Health Psychology Elective (7413 PSYC: Pediatric Clinical Neuropsychology) (3)</td>
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<tr>
<td><strong>Pediatric School Psychology Core (48 hrs)</strong></td>
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<td>6452 PSYC: Child and Adolescent Psychopathology (3)</td>
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<td>6402 PSYC: School Consultation (3)</td>
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<td></td>
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<tr>
<td>6467 PSYC: Psychotherapeutic Interventions w/Children and Families (3)</td>
<td></td>
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<tr>
<td>7442 PSYC: Psychological and Educational Interventions (3)</td>
<td></td>
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<tr>
<td>6409 PSYC: School Assessment I (3)</td>
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<td></td>
</tr>
<tr>
<td>6410 PSYC: School Assessment II (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7411 PSYC: School Assessment III (3)</td>
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<td></td>
</tr>
</tbody>
</table>
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

Total Requirements for Health Psych PHD with Ped SP Concentration (110 hrs)
Appendix E: Example Health Psychology Practicum Sites

ECU PASS Clinic: Pediatric Behavioral Health (PEDS) & Pediatric Attention and Learning Service (PALS)
Practicum Location: ECU PASS Clinic
Description of Role: The PEDS Clinic will include assessment and treatment of behavioral pediatric 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. In the PALS clinic, students perform psychoeducational evaluations of children and youth with possible ADHD/learning disorders or those seeking testing for gifted education placements. Community referrals are taken from parents of children seeking evaluations. Students receive both in vivo and taped supervision and will engage in weekly group and individual supervision.

Greene County/Nash-Rocky Mount Middle School-Based Mental Health Practicum
Practicum Location: Greene County/Nash-Rocky Mount Middle Schools
Description of Role: The role of the practicum student in this placement is multi-faceted and involves many aspects of school-based mental health. These include:
1. Observation of assessment and diagnosis of mental health disorders in students in Greene County Schools;
2. Providing behavioral intervention and individual and group therapy for students in Greene County Schools;
3. Collaborating and consulting with members of the Child and Family Support Team (CFST) regarding students in Greene County Schools;
4. Collaborating and consulting with administrators, student support personnel and teachers regarding students in Greene County Schools;
5. Collaborating and consulting with parents of students in Greene County Schools through collaboration with the CFST and direct contact (visits, phone calls, email, etc.);
6. Collecting and recording data regarding progress on specific goals of students in Greene County Schools;
7. Collecting and recording data regarding the impact of school-based mental health services on dependent variables such as: attendance, drop-out, suicide, and academic achievement, discipline referrals, etc.

RHA Howell – Tar River Center
Practicum Location: Tar River Center, Greenville, NC
Description of Role: Tar River is a demonstration project for infants and children up to age 15 and is run cooperatively with East Carolina University’s School of Pediatric Medicine. To be eligible, a child must meet Infant/Children’s Medically Fragile (ICF/IDD) requirements and must be approved individually by the NC Division of Medical Assistance. Each child who is admitted has an individualized plan of care developed that includes written goals and intervention that address social, emotional, physical, and cognitive needs. The goal is to stabilize the child medically, train the parent/guardian to care for the child and, whenever possible, to return him/her to the community either to the home or to a therapeutic foster care setting - with provider support.

Brody/Vidant Medical Center Neonatal Intensive Care Unit, Follow-Up Clinic
Practicum Location: Vidant Children’s Hospital
Description of Role: Student works under supervision of the clinic psychologist on a multidisciplinary team that conducts infant-toddler evaluations of children previously admitted to the NICU. The main assessment format is the administration of the Bayley-III and parent interview/consultation. The primary disability category under consideration is Developmental Delay, although speech language impairments, motor impairments, and other medical diagnoses are also considered by the team. Student assists with intakes, Bayley-III testing, parent consultations, and case conceptualization.

Greenville CDSA: Infant-Toddler Assessment & Intervention Planning
Practicum Location: Greenville Children’s Developmental Services Agency (CDSA)
Description of Role: The student will be involved in a variety of activities during the placement. Appropriate activities for the practicum student include:
- Learning about the organization and operation of the CDSA and Infant/Toddler Program
- Observing initial intake interviews with families of children referred to the CDSA
- Observing and participating in developmental assessments of infants and toddlers
- Consulting with families to help address problem behaviors and developmental concerns
- Writing reports and participating in interpretative conferences with parents and in IFSP development
- Consulting with other CDSA professionals (e.g., Speech Therapists, OTs, etc.) about their assessment and intervention techniques and their discipline-specific perspectives
• Attending any training opportunities that may be available through the agency
• Attending transition planning meetings and transition placement meetings for children moving from Infant-Toddler programming into PreK public school systems.

Public Schools: Behavioral Intervention Services
Practicum Location: Area school districts who contract for behavioral services.
Description of Role: The student will be involved in a variety of activities during the placement, such as:
  • Provide training to district personnel regarding implementation of behavioral assessment and interventions in the district
  • Conduct legally mandated and recommended Functional Behavior Assessments (FBAs) as indicated by the Exceptional Children’s Department; assist in the development of individual Behavior Intervention Plans (BIPs) as indicated by the Exceptional Children’s Department
  • Provide behavioral consultation for individual and classroom behavior concerns, as well as, system level issues that are indicated as needs for the district
  • Train district personnel to develop and implement classwide behavior management procedures and other Tier II interventions for social behavior problems
  • Implement Tier II interventions (e.g. social skills groups or anger management groups) for social behavior problems as deemed necessary
  • Assist team members to develop and implement Tier III interventions for social behavior problems
# Appendix F: Information on Malpractice Insurance Coverage

**MEMORANDUM OF INSURANCE**

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<tr>
<th>Client #</th>
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</tr>
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<tbody>
<tr>
<td>Date Issued</td>
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**Producer**
Mercer Consumer, a service of
Mercer Health & Benefits Administration LLC
P.O. Box 14576
Des Moines, IA 50306-3576
www.proliability.com

**Insured**
The Students of East Carolina University
C/O NCAIA
101 Weston Oaks Court, PO Box 1165
Cary, NC 27512

This memorandum is issued as a matter of information only and confers no rights upon the holder. This memorandum does not amend, extend or alter the coverages afforded by the Certificate listed below.

**Company Affording Coverage**
Liberty Insurance Underwriters Inc

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This is to certify that the Certificate listed below has been issued to the insured named above for the policy period indicated, not withstanding any requirement, term or condition of any contract or other document with respect to which this memorandum may be issued or may pertain, the insurance afforded by the Certificate described herein is subject to all the terms, exclusions and conditions of such Certificate. The limits shown may have been reduced by paid claims.

<table>
<thead>
<tr>
<th>Type of Insurance</th>
<th>Certificate Number</th>
<th>Effective Date</th>
<th>Expiration Date</th>
<th>Limits</th>
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<tr>
<td>Professional Liability</td>
<td>AHV-103205003</td>
<td>08/15/2016</td>
<td>08/15/2017</td>
<td>Per Occurrence Aggregate $2,000,000 $4,000,000</td>
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<tr>
<td>General Liability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence of Insurance**
Faculty is only covered while instructing the students.

**Memorandum Holder:**
The Students of East Carolina University
C/O NCAIA
101 Weston Oaks Court, PO Box 1165
Cary, NC 27512

Should the above described Certificate be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the Memorandum Holder named to the left, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.

**Authorized Representative**
Mark Brostowitz
Principal

CA Ins Lic. #0G39709, In CA d/b/a Mercer Health & Benefits Insurance Services LLC

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### Appendix G: Written Comps Scoring Rubrics

#### Rubric for Theoretical Foundation questions:

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Grievous</td>
<td>Typically, 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 and/or the profession and clearly is deficient in the foundational, requisite knowledge to progress in their research and fieldwork requirements.</td>
</tr>
<tr>
<td>1</td>
<td>Inadequate</td>
<td>Typically, either the answer is incomplete or undeveloped in its treatment of the concepts and/or fails to include concepts that should have been included. The answer may be well developed but clearly oblique to the question, or too disorganized to clearly indicate a sound grasp of the concepts. These responses typically reflect little familiarity with the professional literature and provide no relevant citations.</td>
</tr>
<tr>
<td>2</td>
<td>Pass</td>
<td>Typically, 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.</td>
</tr>
<tr>
<td>3</td>
<td>Meritorious</td>
<td>Typically, an answer as described in the Pass description but, in addition, the answer is extraordinarily well-presented and clearly superb among doctoral students. These responses reflect an obvious familiarity with the professional literature, including multiple citations of relevant scholarly works.</td>
</tr>
</tbody>
</table>

#### Rubric for Ethical Dilemma Questions:

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Grievous</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>Inadequate</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Pass</td>
<td>A detailed answer that directly addresses the ethical dilemma presented, includes correct information, considers all affected parties, and generally demonstrates a sound grasp of ethical decision-making in a logical, coherent, and organized presentation. These responses reflect familiarity with ethical and legal guidelines, but multiple citations may not be present.</td>
</tr>
<tr>
<td>Score</td>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Meritorious</td>
<td>Objectively states issues or controversies. Breaks down complex situations into clear, behavioral statements. Enumerates the ethical and legal issues in question, without bias or exaggeration. References specific sources, such as NASP and APA ethical guidelines, IDEA, state guidelines, professional SP law/ethics textbooks, etc. Mentions need to consult with colleagues and/or supervisors as appropriate. Evaluates rights, responsibilities, and welfare of all affected parties. 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 – who and how? Positive and negative outcomes? Weighs the pros and cons. Makes a decision consistent with ethical and legal guidelines and takes responsibility for choice by suggesting ways to follow through on decision.</td>
</tr>
<tr>
<td>2</td>
<td>Pass</td>
<td>A detailed answer that directly addresses the research question(s) 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.</td>
</tr>
<tr>
<td>1</td>
<td>Inadequate</td>
<td>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 and few relevant citations.</td>
</tr>
<tr>
<td>0</td>
<td>Grievous</td>
<td>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.</td>
</tr>
</tbody>
</table>
Appendix H: Pediatric School Psychology Portfolio Requirements

East Carolina University
Pediatric School Psychology Concentration
Portfolio Assessment

One goal 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 of work. These documents are selected by the student and represent your best work. Faculty will review your portfolio and it will be a part of your annual evaluation and to assess readiness for internship. The student must provide evidence in the portfolio of a demonstrated positive impact on children and families. This is typically demonstrated through the use of evidence-based interventions and resulting outcome data documenting positive change.

Assessment
Each portfolio will be reviewed by a team of 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 for the purpose of evaluating each required component.

Contents of the Portfolio

1) Annual Student Report CV.
2) 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 particular attention paid to the NC Practice Act.
3) Psychological report with data-based recommendations that clearly considers bio-psycho-social factors affecting a child’s functioning psychological assessments that are technically adequate, accurate, relevant to referral problems, and useful for decision making and intervention planning.
4) 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.
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) Family–School–Medical Collaboration Project that documents competency to design, implementation, and evaluation of 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/outcome must show positive impact on children/families. At least ONE of the above projects/reports must show effective skill in working with diverse populations.
Appendix I: University Resources for Financial, Health, or Emotional Difficulties

Center for Counseling and Student Development - http://www.ecu.edu/counselingcenter/
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 - http://www.ecu.edu/cs-studentaffairs/studenthealth/
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 - http://www.ecu.edu/legalservices/
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 LGBT Resource Office - http://www.ecu.edu/cs-cas/lgbt/
The university supports a LGBT Resource Office, which is located in the Brewster Building Rm B-103. There are also university sponsored SAFE Trainings that the department recommends for all students and particularly those in the health professions. The number for the LGBT Resource Center is 252-737-4451 or just drop by.

Victim Advocacy Services - http://www.ecu.edu/cs-studentaffairs/victimservices/
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 J: 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 MACAS programs as elected by their peers. The councilelects 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 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.

Graduate Student Advisory Council (GSAC)
The Graduate Student Advisory Council is made up of current ECU graduate students from each professional school and from each department in the College of Arts and Sciences offering graduate degrees. The council elects co-chairpersons from their participating members who then serve on the Graduate Assembly. This council meets monthly and serves as a liaison between the graduate school and graduate students. This provides a forum for students to present matters of concern to the Graduate School. A member of GSAC also represents students on the Graduate School Administrative Board, a representative body for governance of the Graduate School.

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** 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:  
[http://www.ecu.edu/cs-studentaffairs/sao/studentorganizations/index.cfm](http://www.ecu.edu/cs-studentaffairs/sao/studentorganizations/index.cfm)
Appendix K: 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 on the basis of
financial need. Contact the Office of Student Financial Aid at ECU to apply for federal, state, and
institutional aid programs:  http://www.ecu.edu/cs-acad/financial/

Travel Support - Last year, if the student was a member of Psychology Graduate Student
Organization (PGSO) and attended at least two meetings, each member could receive $126 in
funding for travel regardless of student type or reason for travel. This amount was based on the
number of members and available funds. It was divided equally to the qualifying members who
stated that they needed assistance with travel funding from PGSO. 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
HCAS 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 Stodard 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 require a minimum course load of 9 s.h. of required courses per semester (except summer session) for payment of full-time benefits to eligible veterans and dependents. After the student declares a major, benefits will be paid only for courses listed in the catalog under that degree/major program. Substitutions may be allowed when the Program Director gives written approval prior to the student’s taking the course. Students declared academically ineligible will be required to remove their probation before educational benefits can be recertified to the VA. Students may be eligible for an additional allowance under a work-study program. The work-study program allows students to perform work for the VA in return for an hourly wage. They may perform outreach services under the supervision of a VA employee, prepare and process VA paperwork, work in a VA medical facility, or other approved activities. Students must be enrolled at three-quarter or full-time rate. Students may be eligible to receive a special allowance for individual tutoring if they enter school at one half-time or more. To qualify, students must have a deficiency in a subject, making the tutoring necessary. There is no entitlement charged for tutorial assistance. Further information is available at the campus Veterans affairs office: http://www.ecu.edu/cs-acad/registrar/VAContactInfo.cfm.

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.
WRITTEN DECLARATION OF RECEIPT AND UNDERSTANDING OF PROGRAM POLICIES AND PROCEDURES

I, ________________________________, have carefully read the Student Handbook for the Pediatric School Psychology concentration of the Health Psychology Program, 2016-17, and hereby agree to try to follow the expectations, policies, and procedures therein.

I understand that I will be held accountable for all information contained in the 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)