

**Center Report for the  
School Psychology Assessment Center  
2017-2018**

**Mission of the Center**

The School Psychology Assessment Center (SPAC) is a clinical and research resource of the SFA campus and community and part of the Psychological Services Clinic. It is a graduate training center within the Department of Human Services and more specifically the School Psychology Program. The mission of the School Psychology Assessment Center is to provide affordable, quality mental health assessment/ care to the campus, community, and area residents. SPAC provides psychological assessment services for the measurement of disorders that affect psychological, emotional, academic, and occupational functioning. These include:

- Attention-Deficit / Hyperactivity Disorder
- Learning Disabilities
- Depression and Anxiety
- Neurocognitive Disorders Including Nonverbal Learning Disabilities
- Psychosis and Thought Disorders
- Personality Disorders
- Autism Spectrum Disorders
- Etc.

Testing is comprehensive in nature, consisting of multi-method assessment of personality, contextual, neuropsychological, and intellectual factors. The Faculty/Psychologists and graduate students in the Psychology Center embrace an integrated care model that promotes collaboration with the client and other health professionals who are involved in the client's care. With this approach, students will also utilize supported behavioral, academic, and counseling interventions. Graduate students and faculty specialize in the use of empirically supported assessment procedures and treatments that have been developed based on psychological research.

**Principle Activities**

- Research
- Service Delivery
- Outreach
- Student Services
- Faculty and Student Professional Development

**2017-2018 Brief Overview**

During the 2017-2018 year the SPAC was in its 5<sup>th</sup> year. Many of the accomplishments/workload were the following:

1. Through the work of the SPAC, a strong relationship and partnership has continued to strengthen between the SFA Charter School and the School Psychology Doctoral Program. 3 Total students were served in the capacity of psychoeducational assessment (through the new EPS 545 cohort). This cohort helped 4 junior students learn through supervised practicum experience while senior students aided in their supervision.
2. *The SPAC director and students authored 1 publication (fully published manuscript):*
  - a. Ellis-Hervey, N. (September 2017). Diversity of diagnoses and student learning experiences in an on-campus school psychology assessment center: Future directions and focus. Manuscript published in the *Journal of Multicultural Affairs*.
    - i. *There are several others in the works, including book chapters.*
3. Further, community and university partnerships were strengthened. The clinic successfully completed intake of 20 (which is short as the year is not complete and some feedbacks are coming up along with summer clients as the number will be close to 35) clients while some feedback meetings will soon be completed.
  - a. See the exact client demographic break down for all years below:
    - i. *Synopses of Diagnoses within an On-Campus School Psychology Assessment Center*

Diagnosis (type)	Number
Attention Deficit/Hyperactivity Disorder	9
Generalized Anxiety Disorder	4
Specific Learning Disability	7
Major Depressive Disorder	5
Autism Spectrum Disorder	2
Persistent Depressive Disorder	1
Mild Neurocognitive Disorder	0
Adjustment Disorder	0
Post-Traumatic Stress Disorder	0
Gifted/Talented	0
No Diagnosis	1
Opposition Defiance Disorder	1
Alcohol Use Disorder	1
Social Anxiety Disorder	0
Total number of clients	20



6. Supervision was provided by Dr. Nina Ellis-Hervey, currently a Licensed Specialist in School Psychology, Nationally Certified School Psychologist and now Licensed Psychologist and Certified Professional Life Coach.
7. Graduate students in practicum in assessment courses were supervised by Dr. Ellis-Hervey in performing assessments and direct service delivery (3 students total for the year).
8. Dr. Nina also engaged in supervision of a post-graduate student for licensure as a psychologist (1 student for the year).
9. Dr. Nina Ellis-Hervey worked on solidifying strong partnerships with the SFA Charter School in consultation and Psycho-educational cases. In the Spring of 2017 and 2018 this consisted of assessment of 3 children and supervision of students engaging in those assessments.
10. Dr. Nina Ellis-Hervey worked closely on (with the assistance of graduate assistants) daily tasks in the Center such as data collection, treatment provision, building databases, development and maintenance of the Center web site, and involvement with direct consultation with service providers.
  - a. Approximately 20 hours per week.
  - b. Created advertising materials such as brochures, business cards, and website with referral information.
  - c. Continued the sfasu.edu domain e-mail account to manage client communications.
  - d. Students also sat on the planning committee of the Mission Possible Mental Health Conference and participated in hands on execution of the convention.
11. Dr. Ellis Hervey traveled with graduate students, to successfully present mini-skills and specific workshops at the annual National Association of School Psychologists in February of 2018. Students also presented with Dr. Ellis-Hervey at the Mission Possible Conference in March of 2018.
  - a. Ellis-Hervey, N., Doss, A., Davis, D., Aura, J., Bridges, D., Broughton, L. (2018). *Diversity of diagnoses and experiences in a school psychology center*. Accepted Presentation for the meeting of the National Association of School Psychologists, Chicago, IL. (February, 2018).
  - b. Ellis-Hervey, N., Doss, A., Aura, J. (2018). *Effects of trauma on children and adults: How do we heal?* Accepted Symposium presentation for the annual meeting of the Mission Possible Mental Health Conference XXV, Nacogdoches, TX (March 8, 2018).
12. The SPAC successfully underwent the first audit since inception in 2016. There were some recommendations for improvement for the center and the director and students worked together to correct, train and change the noted items mentioned.

- a. All recommendations were followed, completed and upheld in the year 2017-2018.



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