



ST. JOHN'S  
UNIVERSITY

ST. JOHN'S COLLEGE OF  
LIBERAL ARTS AND SCIENCES

Doctor of Psychology (Psy.D.)  
Program in School Psychology  
Student Handbook  
2020-2021

Department of Psychology

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## **I. OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM**

### **Accreditation**

The School Psychology Doctor of Psychology (PsyD) program is accredited by the American Psychological Association (APA) through 2029. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC, 20002  
Phone: (202) 336-5979/E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

The School Psychology PsyD is accredited/approved through 2023 by the National Association of School Psychologists (NASP) and is approved by New York State as licensure-qualifying (<http://www.highered.nysed.gov/ocue/>). Professional licensure and certification requirements often vary from state to state. St. John's University has not determined requirements for individual states beyond New York. If you reside or plan to reside outside New York, you are strongly encouraged to contact the appropriate state licensing agency in that state to seek information and guidance before beginning the program.

### **Administrative Structure**

The PsyD Program in School Psychology is placed within the Department of Psychology at the St. John's College of Arts and Sciences, St. John's University.

The School Psychology program is headed by the Director of Graduate Programs in School Psychology (Program Director), Dr. Marlene Sotelo-Dynega, with guidance from the core program faculty and Chairperson, Department of Psychology, Dr. Tamara Del Vecchio, and support from administrative staff member, Diane Spitz.

The School Psychology program faculty meet regularly throughout the academic year. One volunteer student representative is included in the faculty meetings except for meetings involving student reviews.

Additional ad hoc committees are appointed at the discretion of the Director of Graduate Programs to address concerns, make recommendations, or design programmatic improvements to the PsyD program.

### **Graduate Education Planning Committee (GEPC)**

The Department of Psychology maintains the Graduate Education Planning Committee (GEPC), which meets during the academic year and reviews changes to the program's curriculum, and research and clinical training. The GEPC is composed of full-time faculty members in the Department of Psychology.

### **St. John's University Center for Psychological Services**

The Center is located at 152-11 Union Turnpike, Flushing, NY 11367.

The Center is led by Dr. Tara Rooney, Director, and Dr. Meredith Owens, Associate Director. Dr. Rooney oversees all Center tasks, provides consultation and clinical support as needed to supervisors, students and staff, and reviews and approves case closures and discharges. Dr. Owens oversees the preliminary screenings, coordinates case assignments, provides clinical support and consultation around case transfers

and referrals, and reviews case closures and discharges.

Doctoral Fellows conduct preliminary phone screenings of prospective clients and assist Dr. Owens with coordination of case assignments.

Administrative assistant support is provided by Center staff and undergraduate student workers. \*Student workers cannot access clinical material (e.g., obtain charts) or handle payments.

### **Core School Psychology Faculty**

**Dr. Dawn P. Flanagan**, Professor, [flanagad@stjohns.edu](mailto:flanagad@stjohns.edu)

Cognitive assessment, tests and measurement, and diagnosis and treatment of specific learning disabilities.

**Dr. Raymond DiGiuseppe**, Professor, [digiuser@stjohns.edu](mailto:digiuser@stjohns.edu)

Clinical assessment and treatment of anger problems; The process and outcome of cognitive-behavioral and rational-emotive behavioral therapies

**Dr. Jennifer Mascolo**, Fieldwork Coordinator, [mascoloj@stjohns.edu](mailto:mascoloj@stjohns.edu)

Specific learning disability assessment, intervention planning, student self-advocacy, and multi-systems consultation to empower parents and schools in understanding and addressing learning needs.

**Dr. Lauren Moskowitz**, Associate Professor, [moskowil@stjohns.edu](mailto:moskowil@stjohns.edu)

Interventions for parents of children with autism spectrum disorder (ASD) and developmental disabilities (DD) to address challenging behaviors

**Dr. Angela Mouzakitis**, Associate Professor, [mouzakia@stjohns.edu](mailto:mouzakia@stjohns.edu)

The development of appropriate transition and vocational programs for adolescents with moderate disabilities.

**Dr. Samuel O. Ortiz**, Professor, [ortizs@stjohns.edu](mailto:ortizs@stjohns.edu)

Assessment of culturally and linguistically diverse individuals, application of modern intelligence theory in testing through CHC Cross-Battery assessment methods, differentiating cultural and linguistic differences from disorders, and development of the CHC Culture-Language Matrix as a method for determining the primary influence of culture and language on test performance

**Dr. Marlene Sotelo-Dynega**, Associate Professor and Program Director, [sotelodm@stjohns.edu](mailto:sotelodm@stjohns.edu)

School neuropsychological assessment, dyslexia, non-discriminatory assessment

**Dr. Mark Terjesen**, Professor, [terjesem@stjohns.edu](mailto:terjesem@stjohns.edu)

Rational Emotive-Cognitive Behavior Therapy, issues associated with the assessment and treatment of ADHD, treatment acceptability, sleep problems among youth, use of technology to deliver education-based interventions

**Dr. Imad Zaheer**, Associate Professor, [zaheeri@stjohns.edu](mailto:zaheeri@stjohns.edu)

Application of implementation science towards creating and sustaining school prevention and intervention programs (School mental health, PBIS, & RTI) within a multi-tiered systems of support (MTSS) framework, with a particular focus of using third-wave behavioral approaches as both a service delivery method and enhancing existing interventions.

**Dr. Zheng Zhou**, Professor, [zhouz@stjohns.edu](mailto:zhouz@stjohns.edu)

Cross-cultural research in children's mathematical thinking and reasoning, mathematics curriculum and teaching; basic relational concepts acquisition; school adjustment of Asian-American students

## **A. HISTORY OF THE SCHOOL PSYCHOLOGY PROGRAM AT ST. JOHN'S UNIVERSITY**

The School Psychology Program was founded in the early 1960's on the Queens campus and was the first graduate program in psychology at St. John's University. The program began as a result of an invitation from the New York State Education Department through Rev. John Flynn, C.M., and then President of St. John's University. Shortly afterwards, in 1976, the program evolved into a Ph.D. in Professional Child Psychology and a Masters/Certificate Program in School Psychology. During the 1980's, the program was moved from the School of Education to the Department of Psychology of the St. John's College of Arts and Sciences where it remains today. Currently, the Department of Psychology offers a 66-hour Master's Degree Program in School Psychology and a Psy.D. Program in School Psychology. The School Psychology Psy.D. Program has been accredited by the American Psychological Association (APA) since April of 2007 and is also approved/accredited by the National Association of School Psychologists (NASP).

## **B. PROGRAM PHILOSOPHY**

### **1. Program Mission**

The School Psychology Program offers doctoral level training that culminates in the Doctor of Psychology (PsyD) degree. The program follows a practitioner-scientist model that is designed to ensure that school psychologists base their professional activities on a scientific understanding of human behavior, lifespan development, and the social and cultural influences of behavior. The mission of this program is to train future psychologists who will apply basic psychological knowledge to address the needs of children, families, and professionals in general and special educational settings.

Our students are trained to address these needs based on scientific review and evaluation. Specific emphasis is placed on providing students with competency to understand the unique needs of and provide services to underserved populations. The specific aims of our program are to prepare a) scientifically knowledgeable school psychologists; b) highly skilled professionals who can integrate and apply knowledge of psychological theory to educational practice in the service of promoting academic and social development of school age children; c) professionals to utilize educational practice to inform and extend psychological theory.

### **2. Program Goals and Objectives**

The Program's doctoral training achieves an integration of science and practice via the prescribed sequence of coursework that includes several practica and fieldwork experiences, as well as required demonstrations of competency that involve successfully passing the Praxis: School Psychology Examination and the Program's comprehensive examinations and the successful defense of the dissertation project.

The Program requires four, full-time, in-residence years of graduate study and the completion of a fulltime, doctoral internship during the fifth year. The Program's version of the practitioner-scientist

model of training is demonstrated throughout the training sequence, research opportunities, coursework, research projects, and field-work experiences; and is an appropriate integration of the science and practice of psychology.

The Program's training model is sequential in nature, logically building upon prior training and increasing in complexity as students progress from year to year. The early exposure to practica experiences are closely linked to skill-based courses in assessment and intervention and effectively prepare students for increasingly more independent fieldwork experiences in their 3rd, 4th and 5th years in the program. Additionally, opportunities to engage in faculty-led research are available to students early in the sequence. Taken together, completion of the Program prepares students to function independently as scientifically knowledgeable, highly skilled professionals who can integrate and apply knowledge of psychological theory and empirically-supported assessment, consultation and intervention practices to the service of promoting the cognitive, academic, social-emotional and behavioral development of children, adolescents and young adults, and to utilize educational practice to inform and extend psychological theory. The specific goals and objectives of our PsyD program, that were adapted according to the National Association of School Psychologists' (NASP, 2010) *Model for Comprehensive and Integrated School Psychological Services* are specified below.

#### Goal 1. To Foster Skills in Data-Based Decision-Making and Accountability

##### Objectives:

- Use student data to identify student's strengths and needs, and measure progress and accomplishments
- Understand theories and methods of assessment and diagnosis
- Diagnose or define problems through psychological assessment and measurement
- Formulate and implement intervention strategies, including training in empirically supported procedures

#### Goal 2. To Foster Students' Consultation and Collaboration Skills

##### Objectives:

- Understand a variety of consultation models (e.g. behavioral, mental health, collaborative)
- Collaborate effectively with others in the planning and decision-making processes at the individual (child) level
- Collaborate effectively with others in the planning and decision-making processes at the group (classroom) level
- Collaborate effectively with others in the planning and decision-making processes at the system (school or school district) level.

#### Goal 3. To Foster Students' Development of Cognitive/Academic Skills

##### Objectives:

- Develop appropriate cognitive and academic goals for students with different abilities
- Implement interventions to achieve cognitive and academic goals for the students with whom you worked
- Evaluate the effectiveness of cognitive and academic interventions

#### Goal 4. To Foster Students' Development of Socialization and Development of Life Skills

Objectives:

- Increase knowledge in human developmental processes
- Develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities

Goal 5. To Foster Student Diversity in Development and Learning

Objectives:

- Understand the manner in which culture influences human behavior and development
- Work with individuals of diverse characteristics (individual differences, abilities, and disabilities).

Goal 6. To Develop Students' Understanding of School and Systems Organization, Policy Development, and Climate

Objectives:

- Provide educational services (e.g. general education, special education)
- Create effective learning environments for children and others
- Understand models of supervision (e.g. mental health, behavioral)
- Engage in the practice of supervision

Goal 7. To Develop Students' Skills in Prevention, Crisis Intervention, and Mental Health

Objectives:

- Understand psychopathology and associated influences on biological aspects of human behavior
- Understand psychopathology and associated influences on cognitive aspects of behavior
- Understand psychopathology and associated influences on social aspects of behavior
- Assess psychopathology
- Prevention and intervention programs that promote the mental health and physical well-being of students

Goal 8. To Foster Home/School/Community Collaboration

Objectives:

- Understand family systems and methods to involve families in education and service delivery
- Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families

Goal 9. To Develop Skills in Research and Program Evaluation

Objectives:

- Understand research, statistics, and data analysis techniques
- Evaluate research and translate research into practice
- Understand research design and statistics in order to plan and conduct investigations and program evaluations for improvement of services

Goal 10. To Foster an Understanding of School Psychology Practice and Development



Objectives:

- Understand the history and foundations of psychology
- Understand the history and foundations of the profession of school psychology
- Understand various service models (i.e., direct, indirect) and methods in school psychology practice (i.e. assessment, consultation, intervention)
- Understand public policy development applicable to services to children and families
- Understand ethical, professional, and legal standards in the practice of school psychology
- Become a life-long learner, conduct scholarly inquiries, and solve problems professionally

Goal 11. To Foster Skills in Using Information Technology

Objective:

- Understand information sources and technology relevant to your work to enhance the quality of services delivered

Goal 12. To demonstrate professional performance and proficiency at a level that is consistent with the doctoral level degree

Objectives:

- Deliver psychological services that integrate the practitioner-scientist model below of the program
- Present doctoral dissertation projects that demonstrate knowledge of varied approaches to data collection, analysis, interpretation, and application

To meet the specified goals and objectives of the program, courses, practica, externships, and internship provide the students with the following experiences:

- Conducting individual psychological assessments of preschoolers, children, adolescents, and young adults.
- Implementing individual and group short-term counseling and psychotherapy with preschoolers, children, adolescents, and their families.
- Assessing the needs of special populations of children, adolescents, and young adults and developing programs to meet their needs.
- Consulting with teachers and educators about academic, behavioral, and social problems of individuals.
- Consulting with school administrators to evaluate and implement educational policy and educational instructional methods.
- Developing individual educational plans for exceptional children.
- Consulting with parents about academic, behavioral, and social problems of individual children.
- Performing program evaluations.
- Developing preventive mental health programs for regular and special education populations.
- Providing crisis intervention services.
- Providing support groups for parents, students, and teachers.
- Discussing the legal and ethical standards involved in the delivery of school psychology services.
- Designing programs to meet the mental health needs of children, adolescents, young adults and their families.

Students become familiar with the varied roles and functions of the school psychologist. The program exposes students to professional school psychologists in a variety of educational contexts: preschool,

elementary, intermediate, secondary and college settings; special educational programs; Committees for Special Education; community mental health centers; and in residential, day, and hospital programs for exceptional children. We accomplish this through the diverse experiential learning opportunities, practica, field placements, and internships provided in the second, third, and fourth years of course work.

### **3. Professional Psychologists' Oath**

The Psy.D. Program at the Philadelphia College designed the following oath of Osteopathic Medicine. We believe it represents the values and philosophy of our program. All students take the oath during their orientation to the program.

I (state your name) hereby affirm that I shall discharge the responsibilities of my profession in a manner consistent with respect for the dignity and worth of the individual, and that I shall strive for the preservation and protection of fundamental human rights; That I shall seek to increase knowledge of human behavior, to evaluate the effectiveness of my professional activities, to increase self-understanding and understanding of others, and that I shall use such knowledge for the promotion of human welfare; That I shall diligently protect the welfare of those who seek my services, and that I shall use my skills to further human welfare and the integrity of the individual; And that I recognize and honor the traditions and ethics of the profession of psychology.

### **C. FINANCIAL SUPPORT**

Aside from appointing a small number of Doctoral Fellowships and Graduate Assistantships, the Psychology Department does not manage students' financial aid. Please consult with the Financial Aid Office with your financially based inquiries.

#### **1. Assistantships and Fellowships**

The School Psychology Program is allotted a limited amount of funds each year that are awarded to the highest ranked applicants of an incoming cohort by the University, with priority given to applicants from diverse backgrounds. Assistants and Fellows that are appointed to the Department of Psychology work 15 - 18 hours per week in support of faculty research. Additional graduate assistantships are available in both academic and nonacademic departments throughout the University. Individual departments may have specific criteria for the consideration of assistants. The applicant should refer to the information provided by the Graduate Division of St. John's College for more information about these positions.

The University requires Doctoral Fellowship and Graduate Assistantship recipients to maintain a fulltime course of study and work a minimum of fifteen hours per week in their respective department. The assistantships provide tuition remission for a maximum of fifteen credits and sometimes, a stipend. Recipients are prohibited from outside employment for the duration of their contract with the University. Applicants for assistantships must also complete a Free Application for Federal Student Aid (FAFSA) and a New York State Tuition Assistance Program (TAP) application. Both forms are available in the Office of Financial Aid.

## II. POLICY AND PROCEDURES

### A. ACADEMIC STANDING

All students must maintain a 3.0 grade point average to continue in the program. Students who fail to maintain a 3.0 average, either during a particular semester or in their cumulative record, are automatically placed on academic probation by the college. Once on academic probation, the Program Director, Chair, or the Dean may limit the student's program. Students on academic probation cannot sit for the third-year comprehensive examination or the fourth-year professional practice competency examination. While on academic probation, it is the student's responsibility to meet with the Program Director to arrange an appropriate, corrective course of action.

### B. FULL AND PART TIME STUDY

Full-time study means enrollment for at least nine (9) credits per semester, or the equivalent. Students are required to attend three (3) years of full-time enrollment or the equivalent thereof. At least two (2) of these years must be at St. John's University if the student has transferred from another graduate degree offering institution.

Equivalent full-time enrollment requires that the student enrolls for a minimum of six (6) credits while completing the third- or fourth-year externship experience. Students may complete their internship either full-time for one (1) year or half-time for two (2) years.

### C. REGISTRATION

Students are solely responsible for registering for the correct courses that are required to fulfill their training requirements. If a student must deviate from the proposed course sequence (listed in this handbook) for any reason (e.g., not passing a course with a B or greater), their completion of the program will likely be delayed.

Prior to each registration period, the Program Director and Program Administrative Assistant will prepare the registration forms for each cohort. Once they are complete, they will be placed in the respective student mailboxes (located in the Psychology Lounge) so that student can register themselves online once the registration period commences. In the event that a student's program has deviated somehow from the proposed schedule of study, that student must contact the Program Director via e-mail specifying which courses they need to take to and how they plan on completing the remainder of the required courses, *prior to the commencement of the registration period*.

Under no circumstances will the University permit a student to enroll in a class after the late registration period ends, even if a student has been unofficially attending a class. Once a student receives a class schedule receipt, he or she is officially enrolled for the courses listed on the receipt. If a student wishes to withdraw from a course or change sections for a course, the student must obtain and complete the Change of Program form from the Graduate Division's Office. Unless a student officially withdraws from a course by following these procedures, the student will receive a final grade of "F" on his or her permanent record.

When there are two or more sections of a particular course, the department and the program reserve the right to direct students into particular sections of a course. This means a student may not get into a specific section of a course they had wanted.

If a student has any problems with his or her course work, practicum experiences, field placement, or internship experiences, or if the student has difficulty with unprofessional contact by any faculty member or supervisor, the student should first discuss such problems with the Program Director. If the student believes the matter has not been resolved satisfactorily, he or she should proceed according to the chain of command and consult with the Department Chair, the Associate Dean for Graduate Studies, and, finally, the Dean of St. John's College.

**Advanced Standing Registration.** Given the unique training needs of Advanced Standing students, the Program Director will meet with each student upon enrolling in the program and will develop an individualized course sequence. The Advanced Standing student will be solely responsible for following this schedule.

#### **D. CONTINUOUS ENROLLMENT**

Continuous enrollment until graduation is mandatory for all students enrolled in degree programs. Students who fail to enroll in course work **MUST** maintain their active status by enrolling in the appropriate "Maintaining Matriculation" course during the scheduled registration period. Students who register for Maintaining Matriculation are no longer considered full-time status and will be required to begin payments on any student loans they may have. Those students who fail to maintain continuous enrollment for one semester must:

1. Apply for readmission
2. Meet the requirements of the program in effect at the time of reapplication
3. Be readmitted

#### **E. TIME LIMIT**

Students must fulfill all requirements within seven years. Students may request to extend the time for obtaining the Psy.D. degree if they are unable to devote their full time to graduate study. Please note that degree credit will not count for courses completed more than seven years before the granting of the degree. If a student takes longer than seven years to complete the degree, he or she may have to retake courses more than seven years old. Advanced Standing students must fulfill all requirements within five years.

#### **F. ATTENDANCE POLICY**

Faculty expect all students to attend classes regularly. No penalty exists for absence from class, unless a professor specifies in the course materials that class participation is part of the grade. Under no circumstances will students be excused from work missed. Students will always be held responsible for all announced exams and assignments at the proper due date. Individual faculty members determine whether or not a student is to receive a make-up examination. Please note, this policy does not apply to final examinations as the specifications are provided by the Dean's office each term.

#### **G. GRADING**

The letter system for assigning grades and the quality points associated with each grade are as follows:

| Grade: | Quality Points: |
|--------|-----------------|
|--------|-----------------|

|     |                |     |
|-----|----------------|-----|
| A   |                | 4.0 |
| A-  |                | 3.7 |
| B+  |                | 3.3 |
| B   |                | 3.0 |
| B-  |                | 2.7 |
| C+  |                | 2.3 |
| C   |                | 2.0 |
| F   |                | 0   |
| INC | Incomplete     | 0   |
| ABF | Absent/Failure | 0   |
| WD  | Withdrawal     | 0   |
| P   | Passing        | 0   |
| AU  | Audit          | 0   |

The grade points earned for a course are derived by multiplying the points corresponding to the grade as depicted above by the number of semester hours of credit attached to that course. The total grade points for all courses divided by the total number of credits yields the quality point index.

**Psy.D. students must receive a “B” or better to receive academic credit in all courses. It is solely the student’s responsibility to be aware of any courses that need to be re-taken.**

Students who receive a grade below a “B” in any course must retake the courses until they receive a “B” or better. Students may not enroll in 614 unless they have successfully completed 608 with a grade of “B” or better. Students may not enroll in 662/662B unless they have earned a grade of “B” or better in 661. Students may not move on to the next section of a practicum sequence if they have not passed the previous section (761/761B, 762/762B, 763, 764, 765). In addition, students may not enroll in 715 and 761 unless they have received a grade of “B” or better in 661 and 662/662B. Students may not enroll in the internship courses (752/752B, and 753) if they have an incomplete in the practicum courses (761/761B, 762/762B).

A grade of “F” will result in: (1) immediate academic probation and (2) review by the Graduate Education Planning Committee (GEPC) for determination of suspension or termination of the student’s program. If a student wishes to formally appeal a grade, they should contact St. John’s College to obtain a copy of the Academic Fairness Procedure document. This document outlines the recommended informal and formal routes for students to follow.

### **1. Incomplete Grades**

The individual professor has the discretion to decide if a student can receive an incomplete grade (INC). Students must receive formal approval from the professor to take an INC before the end of the semester. Students receiving an INC grade (e.g., failing to submit a term paper or research project) must submit the missing work to the Dean's Office, not to the professor. The due date for removing incomplete grades appears in the Academic Calendar and is approximately two months after the start of the following semester. If a student desires a longer extension period, he or she must make a request in writing. Approval for such requests must come from the professor, Chair, and Dean's Office before the deadline. Failure to do so will result in a permanent incomplete and the student must repeat the course if it is required in the program. If a student receives an INC in his or her final semester, he or she will automatically be removed from the graduation list. Failure

to take the final examination does not qualify as a reason for an incomplete grade. This action has a separate grade category with different consequences.

## **2. Missing the Final Examination**

Students who, for whatever reason, fail to take or complete the final examination in a course receive a grade of ABF. The professor must submit the make-up examination to the Dean's Office. The Dean's Office will administer the examination. Students must report to the Dean's Office immediately to determine the schedule for make-up examinations. The Dean's Office sets this date, not the professor. If a student fails to take the make-up examination, the ABF grade will be converted to a grade of F.

## **3. Withdrawal Grades**

If a student withdraws from a course with the Dean's permission any time before the date indicated in the Academic Calendar, he or she will receive a grade of WD (Withdrawal). The date of withdrawal is the date the Dean signs the "Change of Status" form, which students can obtain in the Dean's Office. To withdraw from a course, students must have the necessary form signed by the Dean before the final five weeks of class. After that time, a student may not officially withdraw from a course.

To allow for greater precision in assigning final grades, the University has adopted the mark of UW ("unofficial withdrawal"). Typically, the mark of UW would be assigned to a student who: a) never attended class; b) attended so sporadically that there is no basis for assigning an earned grade; or c) who stopped attending without explanation and for whom there is insufficient basis for assigning an earned grade. The mark of UW does not affect a student's GPA.

The UW is intended to provide faculty with an option to be used at their discretion and to eliminate the ambiguity that results from practices that allow the mark of WD to signify both an official and an unofficial withdrawal and the grade of F to signify both an earned failure and an unofficial withdrawal. Individual faculty are free to determine the circumstances under which the mark of UW is assigned.

## **4. Probation**

Students whose GPA falls below a 3.0 will be placed on academic probation and do not qualify to sit for the third-year comprehensive examination or the fourth year Professional Practice Competency Exam. The Chair, Director, and Dean's Office reserve the right to limit a student's program if he or she is on academic probation.

## **H. FINAL EXAMINATIONS**

The University's Academic Calendar will stipulate the final examination schedule. Students unable to sit for a scheduled final examination must contact the Dean's Office before the final exam and provide documentation of reason for absence. The Dean may approve a request for a make-up examination if the student's academic work is acceptable and when the reason for absence is of a serious nature. If a make-up exam is permitted, the student will receive a grade of ABF for the course until the exam is made-up. The grade of ABF will be converted to an F if the student fails to sit for the make-up examination at the scheduled time. Students who choose the ABF grade will pay a fee for the make-up exam. A student who

fails to show up for the final exam without prior approval may be assigned a grade of F by the course professor.

## **I. TRANSFER CREDITS**

A student (excluding Advanced Standing students) may transfer a maximum of twelve (12) credits from another accredited university with the approval of the Program Director and Dean. Requested transfer credits must not have fulfilled requirements for another degree. Forms are available from the Dean's Office to request transfer of credit. Catalog descriptions and an official transcript copy must be presented to the Program Director for the graduate courses for which transfer credit is requested. The Program Director will forward all information to the Dean's office for final approval. If the grade obtained was below a "B," no transfer credit will be allowed. No credit will be given for pass/fail courses. Transfer credits will not affect cumulative quality points. No degree credit will be allowed for courses completed after the stipulated time limit (see "Time Limits"). To request transfer credit, students must have already completed a minimum of twelve credits in the graduate program at St. John's. The entire review process takes one to two months. Transfer of credit must occur before the semester in which the student will be applying for the comprehensive examination.

## **J. PROGRAM DEGREE REQUIREMENTS**

The program requires the satisfactory completion of 107 credits, a comprehensive examination, a professional practice competency examination, the Praxis: School Psychology examination, a doctoral dissertation, a year-long internship, and two, year-long, part-time field placements. Upon completion of 66 credits, the third-year field placement, and the comprehensive examination, students will be awarded the M.S. in School Psychology (after the third full year). This allows the student to qualify for a New York State School Psychology Provisional Certification that authorizes practice as a school psychologist in the school system. Upon completion of 105 credits and all additional requirements outlined above, students will be awarded the Psy.D. in School Psychology (after the fifth year). This qualifies the student to sit for the New York State Psychology Licensure examination.

The Program is aligned with the requirements that are specified to practice as a School Psychologist and Psychologist in the State of New York. Students must be aware of the certification and/or licensure requirements for the location(s) in which they desire to practice. Some locations require training experiences that are not necessary in the State of New York (e.g., courses, supervision, workshops, etc). It is student's sole responsibility to be knowledgeable about these requirements.

## **K. STUDENT WORK POLICY**

School psychology students may not practice psychology in an off-campus facility that is not a part of an approved program requirement, field placement, course, or university fellowship/assistantship without the approval of the Program Director. Violation of this policy may result in academic discipline and violation of the specifications set by the NYS Education Department's Licensure Requirements for psychologists. This policy does not apply to students who have completed their internship requirements. Any questions regarding this policy should be discussed with the Program Director.

According to the New York State Education Law, Title 8, Article 153, Sections 7600-7601-a:

§7600. Introduction.

This article applies to the profession and practice of psychology and to the use of the title "psychologist". The general provisions for all professions contained in article one hundred thirty of this title apply to this article.

**§7601. Practice of Psychology and Use of the title "psychologist".**

Only a person licensed or otherwise authorized under this article shall be authorized to practice psychology or to use the title "psychologist" or to describe his or her services by use of the words "psychologist", "psychology" or "psychological" in connection with his or her practice.

**§7601-a. Definition of the practice of psychology.**

1. The practice of psychology is the observation, description, evaluation, interpretation, and modification of behavior for the purpose of preventing or eliminating symptomatic, maladaptive or undesired behavior; enhancing interpersonal relationships, personal, group or organizational effectiveness and work and/or life adjustment; and improving behavioral health and/or mental health. The practice includes, but is not limited to psychological (including neuropsychological) testing and counseling; psychoanalysis; psychotherapy; the diagnosis and treatment of mental, nervous, emotional, cognitive or behavioral disorders, disabilities, ailments or illnesses, alcoholism, substance abuse, disorders of habit or conduct, the psychological aspects of physical illness, accident, injury or disability, psychological aspects of learning (including learning disorders); and the use of accepted classification systems.
2. The term "diagnosis and treatment" means the appropriate psychological diagnosis and the ordering or providing of treatment according to need. Treatment includes, but is not limited to counseling, psychotherapy, marital or family therapy, psychoanalysis, and other psychological interventions, including verbal, behavioral, or other appropriate means as defined in regulations promulgated by the commissioner.

**L. MALPRACTICE / PROFESSIONAL LIABILITY INSURANCE**

It is the student's responsibility to make sure that they purchase some form of malpractice or professional liability insurance before they begin their assessment practicum PSY 761/761b. Professional Liability policies need to be renewed each year, and updated copies of the current liability insurance certificate needs to be given to the program's administrative assistant as soon as the policy is issued. Given the applied nature of the program, the students must protect themselves against any unforeseen lawsuits. The University's insurance policy covers students if they are doing professional work that is part of their degree requirements.

Insurance packages for psychology graduate students are readily available through the National Association for School Psychologists (NASP) and the American Psychological Association (APA). Insurance packages through either organization typically cost under \$50 per 12 months of coverage. Each organization provides additional information and application packages on their respective websites.

Please note that some training sites will request a copy of the University's insurance policy. All such requests should be directed to the School Psychology Fieldwork Coordinator. Further, if a site is requesting to be added to the University policy as an "additional insured," they must furnish the exact name and address of the physical location that they wish to add.



## **M. ACADEMIC INTEGRITY**

The University's policy and administrative procedures governing scientific misconduct is outlined in its entirety in the policy document available from the Office of Grants and Sponsored Research. Below is an abbreviated version of the document and instructions for obtaining a copy of the entire policy.

Truth, integrity, and credibility are critical and distinctive principles of any educational and research institution. Adherence to these principles is essential for the efficient progress of scientific research and for the preservation of the trust of the public and the research community. The maintenance of accepted standards in research and scholarly conduct based on these principles is highly regarded by the scientific community and is a major responsibility of St. John's University. Consequently, standards and procedures governing scholarly and/or scientific misconduct exist.

Scientific misconduct is generally defined as any fabrication, falsification, omission, plagiarism, suppression, theft, misappropriation, or other practice that violates the standards commonly accepted within the scientific community for proposing, conducting, or reporting research. Honest errors or honest differences in interpretations or judgments of data are not regarded as scientific misconduct. Specific acts of scientific misconduct include but are not limited to the following: falsification or misrepresentation of data, plagiarism, and abuse of confidentiality.

More extensive definitions of scientific misconduct and an outline of the procedures that are followed when an allegation of scientific misconduct occurs within the context of a research project are described in the University's Policy and Administrative Procedures Governing Scientific Misconduct document. This policy document is available on the St. John's website.

In addition, to provide more specific guidance to students writing term papers, the Psychology Department has adopted a statement on plagiarism for all of its programs written by Dr. M. Roig. This statement provides a definition of plagiarism, examples of the various types of plagiarism, and provides teaching exercises to help students develop proper paraphrasing skills. The department's Plagiarism Statement is included in Appendix A, as all students are responsible to have knowledge of this statement. In addition, the Liberal Arts Faculty Council's recommended procedure for handling plagiarism cases is included in Appendix A.

## **N. UNIVERSITY POLICY ON HARASSMENT AND DISCRIMINATION**

The University's policy against discrimination, discrimination-related harassment, sexual harassment and related complaint procedures are set forth in its entirety in the St. John's University Student Handbook. Below is an abbreviated version of the document and instructions for obtaining a copy of the entire policy.

Consistent with the University's mission as a Catholic, Vincentian, and metropolitan institution, the University abides by all applicable federal, state, and local laws which prohibit discrimination on the basis of race, religion, color, national or ethnic origin, age, sex, sexual orientation, marital status, citizenship status, disability, genetic predisposition or carrier status, and status in the uniformed services of the United States in any educational or employment program, policy, or practice of St. John's University. In accordance with these laws, the University also prohibits retaliation against anyone who has complained about discrimination, discrimination-related harassment or otherwise exercised rights guaranteed by these laws.

Harassment assumes many forms. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct interferes with an individual's education or employment. Additional forms of discrimination-related harassment include verbal forms (i.e., racial or sexual epithets, derogatory slurs), visual/non-verbal forms (i.e., derogatory posters, leering, or obscene gestures), physical forms (i.e., unwanted touching, patting, hugging, etc.), and making or threatening to make reprisals as a result of a negative response to harassment.

St. John's also adopts a non-fraternization policy. Specifically, amorous or sexual relationships are not to be conducted by persons in unequal positions. The University considers it inappropriate for any member of the faculty, administration, or staff to establish an intimate relationship with a student upon whose academic or work performance he or she will be required to make professional judgments.

The University considers it a violation of this policy for any member of the faculty, administration, or staff to offer or request sexual favors, make sexual advances, or engage in sexual conduct, consensual or otherwise, with a person who is:

- Enrolled in a class taught by the faculty member or administrator;
- Receiving academic advising or mentoring from the faculty member or administrator;
- Working for the faculty member, administrator or staff;
- Subject to any form of evaluation by the faculty member, administrator or staff.

Please note that the list above is not exhaustive and other situations of fraternization may also result in a violation of this policy. In all such circumstances, consent may not be considered a defense against a charge of sexual harassment in any proceeding conducted under this policy. The determination of what constitutes sexual harassment depends on the specific facts and the context within which the conduct occurs.

Teaching and research fellows, doctoral and graduate assistants, tutors, interns, and any other students who perform work-related functions for the University are also subject to this policy.

Any member of the University community who believes that he or she has been the victim of discrimination or harassment should follow the complaint procedure outlined in the St. John's University Student Handbook. Briefly, students who believe they are the victim of discrimination or harassment should promptly report the matter to their immediate supervisor, the Department Chair, the Dean of the College of Arts and Science - Graduate Division, or the Dean of Student Life. If resolution at the direct administrative level is not successful, students may contact the University's Compliance Officer. Disciplinary action will follow the procedures outlined in the Collective Bargaining Agreement and University Statutes.

Students have the option of following an informal or formal complaint procedure. The informal procedure does not require written documentation. Typically, a series of meetings are held with all appropriate officials in attendance. The purpose is to achieve a local resolution that is satisfactory to the student. Although the process is called informal, the procedure and its outcome are official.

To launch a formal complaint procedure, students are required to submit a written complaint statement to the University's Compliance Officer within 60 days of the alleged discrimination or harassment. Within 14 days, the Compliance Officer must begin to investigate the complaint. Every effort is made to resolve the complaint within 60 days.

If the matter is not resolved to the student's satisfaction by the Compliance Officer, students may request to have the complaint reviewed by a panel of members from the University Community. The panel review committee will launch its own investigation and submit their finding in writing to the Compliance Officer. This finding is final. The Compliance Officer must then communicate to the student, in writing, the finding of the panel within 7 days of receiving the finding. If the panel deems that a violation of the University's policy against discrimination, discrimination-related harassment, and sexual harassment has occurred, prompt and appropriate remedial action will be taken by the Compliance Officer. The resolution recommended by the Compliance Officer is deemed final, binding, and cannot be appealed.

A complete copy of the University's policy against discrimination, discrimination-related harassment, sexual harassment, and related complaint procedures is available in the St. John's University Student Handbook. A copy of this handbook and the University's policy can be accessed on the St. John's website.

## **O. UNIVERSITY GUIDELINES DETERMINING ELIGIBILITY FOR SERVICES FOR STUDENTS WITH DISABILITIES**

St. John's University students who are interested in requesting accommodations for a disability must present documentation of the disability to the Office of Disability Services.

Students diagnosed with physical and/or mental impairments qualify as persons with disabilities when their conditions substantially limit them in one or more major life activities. St. John's University provides reasonable accommodations to students with disabilities with consultation from their academic programs when necessary. Reasonable accommodations are adjustments to policies, practices, or procedures that facilitate equal access and opportunity for students with disabilities to the University's programs, activities and services. Services for students with a documented disability are available through the Office of Disability Services.

The goal of documentation is twofold: to verify and support the student's status as disabled and to address the way in which the disability impairs the student's access to education. The documentation should provide a meaningful understanding of the student's limits and, importantly, detail reasonable accommodations which will effectively equalize the student's ability to perform in the university setting.

All documentation is kept confidential and should be submitted directly to ODS. Students requesting accommodations should schedule an appointment with an ODS administrator and identify their needs as early in their tenure at St. John's as possible.

### **Guidelines Determining Eligibility for Services:**

St. John's University students requesting accommodations for a disability must present verification of eligibility through documentation of the disability and current functional limitations.

An evaluation must have been completed by a qualified, certified and/or licensed professional (physician, health care provider, psychologist and/or psychiatrist) who has experience with an adolescent and adult population. The professional's credentials/licensing information must appear on the documentation.

The evaluator must include in the test report evidence that the instruments selected are reliable and valid for use with an adolescent or adult. Documentation of impairment alone may not be sufficient to require

that the student be provided a reasonable accommodation. It must be demonstrated that the impairment rises to the level of a disability according to the Americans with Disabilities Act. For example, the impairment must substantially limit or restrict a major life activity (i.e., learning, reading, concentrating, and/or thinking). The documentation must provide information to support the need for all accommodations requested.

An ODS administrator will evaluate the documentation and requested accommodations. When necessary, specific academic units will be consulted regarding the accommodations. Additional documentation may be required to support the student's request.

Temporary accommodations are considered.

A student having dissatisfaction with the decision for accommodation granted has the right to appeal the decision in accordance with the University's "Policy Against Discrimination and Sexual Harassment and Related Grievance Procedures."

An ODS administrator may be contacted for information regarding specific documentation required or for explanation of this policy.

## **P. INTERNATIONAL STUDENTS**

All foreign students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and have the official results sent directly to St. John's (the code for St. John's, Queen's Campus is #2799). Applicants who meet other admissions criteria but have TOEFL scores that fall below the University standards may be conditionally accepted contingent upon completion of The Language Connection (TLC). Note that no course credits are awarded for TLC.

## **Q. GRIEVANCE POLICY**

The School Psychology Program's grievance procedures are as follows:

If a student has a grievance with faculty, staff, or another student associated with the program, the student should meet first with the person who is believed to be responsible for the grievance in an attempt to resolve the problem informally. The department believes that many student concerns can be resolved through direct and open communication between the parties concerned.

If the student is not satisfied with the results of the informal meeting or is not comfortable communicating directly with the person with whom he or she has a grievance, then the student should arrange a meeting with and speak with another faculty member or the Program Director.

If the student grievant is dissatisfied with the results of the previous step, he or she should request a meeting with the Chair of the Psychology Department. If necessary, the Department Chair might schedule a joint meeting with the grievant and the individual with whom the grievance is directed within ten working days.

If the student is not satisfied with the results of the meeting with the department chair, he or she may submit a written complaint to the Graduate Educational Policy Committee (GEPC), along with a request for a meeting with the GEPC. All students are informed as to who the faculty members are of the GEPC at the beginning of each academic year. The written grievance should be presented promptly to the GEPC

and prior to the scheduled meeting. After the student meets with the GEPC, the Department Chair will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution will be included in the student's file.

If either party is dissatisfied with the results of the previous step, he or she may appeal in writing to the Dean of St. John's College within ten working days from the date of the response. Upon receipt of the appeal, the Dean will schedule a meeting with the grievant and the individual with whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The decision associated with this final step shall be deemed final and binding. A copy of the final grievance and results will be maintained in the student's file.

## **R. REMEDIATION POLICY: HANDLING & REMEDIATING STUDENT DIFFICULTIES**

The procedures for the handling and remediation of any noted difficulties in progress will be communicated directly to the student as follows: student progress is reviewed annually at a meeting of the entire program faculty. The faculty rate each student on their academics, clinical skills, interpersonal skills and responsibility. If necessary, faculty will review student's transcripts and supervisor feedback in making a determination regarding performance and overall progress in the program. The findings of the student review are documented in a letter to the student stating whether or not they are making satisfactory progress. If the student is not making progress as expected, they are instructed to meet with a member of the core faculty or the Program Director to discuss methods for improvement of performance.

Faculty also monitor student progress in an ongoing manner via performance in coursework or supervision in practica during each semester. Ongoing monitoring provides an opportunity to address concerns that may arise suddenly without having to wait until the annual review. The manner in which any identified concerns or problems are managed is as follows: If an ongoing review indicates particular concerns or unsatisfactory progress in any area, it is required that the faculty advisors arrange a meeting with the student to discuss the issues that have been noted. If, in the opinion of the faculty advisor or faculty as a whole, the concerns warrant formal action or remediation, a recommended improvement plan will be developed jointly by the student and, as appropriate, in consultation with any faculty members familiar with the areas in which the difficulties are noted. The plan will be given to the student in writing by the faculty advisor and offered as a recommendation for improving performance. In the event that satisfactory progress is not attained by the next scheduled review or end of the semester, the faculty will meet and develop a new recommended improvement plan, jointly. The relevant faculty member will again meet with the student and present the plan, which may include, but is not limited to, repeating coursework, delays in starting intern/externships, extra-curricular training, or termination from the program.

Exceptions to these procedures are allowed in cases where students have engaged in particularly egregious conduct, for example ethical or legal misconduct, actual or threatened physical or verbal aggression, academic dishonesty, and the like, in which case a student may be referred by any faculty member directly to the appropriate administrative level to face disciplinary actions in accordance with university policies.

### III. STRUCTURE OF THE SCHOOL PSYCHOLOGY PROGRAM

#### A. SCHEDULE FOR PSYD-GENERAL TRACK - STUDENTS WHO ENTERED THE PROGRAM ON OR AFTER FALL 2020

| YEAR | FALL   | SPRING  | SUMMER   |
|------|--|---|--|
| 1    | 661: Psychoeducational Assessment (3 credits)<br>661L: Psychoeducational Assessment Lab (0 Credits)<br>665: Introduction to School Psychology (3 credits)<br>666: Interviewing Skills (3 credits)<br>726/727: Psychopathology Across the Lifespan I/II (3 credits)<br><b>Semester Total: 12 credits</b>  | 662: Psychoeducational Assessment II (3 credits)<br>662L: Psychoeducational Assessment II Lab (0 credits)<br>671: Child and Personality Assessment (3 credits)<br>726/727: Psychopathology Across the Lifespan I/II (3 credits)<br>749: Behavior Therapy (3 credits)<br><b>Semester Total: 12 credits</b>   | N/A<br><br><br><br><br><br><b>Cumulative: 24 credits</b>   |
| 2    | 608: Statistical Design and Research (3 credits)<br>608L: Statistical Design Lab (0 credits)<br>615: Research Methods (3 credits)<br>624: Developmental Psychology (3 credits)<br>715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits)<br>OR<br>716: Consultation (3 credits)<br>761: Psychological Assessment Practicum I (3 credits)<br><b>Semester Total: 15 credits</b> | 614: Multivariate Analysis (3 credits)<br>614L: Multivariate Lab (0 credits)<br>627: Cultural Diversity (3 credits)<br>648: Physiological Psychology (3 credits)<br>715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits)<br>OR<br>716: Consultation (3 credits)<br>762: Psychological Assessment Practicum II (3 credits)<br><b>Semester Total: 15 credits</b> | 763: School Psychology Intervention Practicum (3 credits)<br>850: Cognitive Psychotherapies (3 credits)<br><br><br><br><br><br><b>Semester Total: 6 credits</b><br><b>Cumulative: 60 credits</b> |
| 3    | 722: Social Basis of Behavior (3 credits)<br>752: Internship Seminar I (3 credits)<br>764: School Psychology Intervention Practicum II (3 credits)<br>ELECTIVE (3 credits)<br><b>Semester Total: 12 credits</b>  | 105: Comprehensive Examination (0 credits)<br>759: Psychometrics (3 credits)<br>753: Internship Seminar II (3 credits)<br>765: School Psychology Intervention Practicum III (3 credits)<br>ELECTIVE (3 credits)<br><b>Semester Total: 12 credits</b>  | N/A<br><br><br><br><br><br><b>Cumulative: 84 credits</b>   |
| 4    | 617: Cognitive and Affective Basis of Behavior (3 credits)<br>754: Internship Seminar III (3 credits)<br>ELECTIVE (3 credits)<br><br><b>Semester Total: 9 credits</b>  | 105D: Comprehensive Examination (0 credits)<br>650: History and Systems (3 credits)<br>755: Internship Seminar IV (3 credits)<br>950: Doctoral Research (3 credits)<br>ELECTIVE (3 credits)<br><b>Semester Total: 12 credits</b>  | N/A<br><br><br><br><br><br><b>Cumulative: 105 credits</b>  |
| 5    | 905: Internship I (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>  | 906: Internship II (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>  | N/A<br><b>Cumulative: 107 Credits</b>  |

**SCHEDULE FOR PSYD-GENERAL TRACK - STUDENTS WHO ENTERED THE PROGRAM  
ON OR BEFORE FALL 2019**

| <b>YEAR</b> | <b>FALL</b>  | <b>SPRING</b>   | <b>SUMMER</b>  |
|-------------|--|---|--|
| <b>1</b>    | 608: Statistical Design and Research (3 credits)<br>608L: Statistical Design Lab (0 credits)<br>661: Psychoeducational Assessment (3 credits)<br>661L: Psychoeducational Assessment Lab (0 Credits)<br>665: Introduction to School Psychology (3 credits)<br>617: Cognitive & Affective Basis of Behavior (3 credits)<br><b>Semester Total: 12 credits</b> | 614: Multivariate Analysis (3 credits)<br>614L: Multivariate Lab (0 credits)<br>662: Psychoeducational Assessment II (3 credits)<br>662L: Psychoeducational Assessment II Lab (0 credits)<br>666: Interviewing Skills (3 credits)<br>671: Child and Personality Assessment (3 credits)<br><b>Semester Total: 12 credits</b> | N/A<br><br><br><br><br><br><b>Cumulative: 24 credits</b>   |
| <b>2</b>    | 715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits)<br>726/727: Psychopathology Across the Lifespan I/II (3 credits)<br>761: Psychological Assessment Practicum I (3 credits)<br>749: Behavior Therapy (3 credits)<br>722: Social Basis of Behavior (3 credits)<br><b>Semester Total: 15 credits</b>                             | 759: Psychometrics (3 credits)<br>648: Physiological Psychology (3 credits)<br>716: Consultation (3 credits)<br>726/727: Psychopathology Across the Lifespan I/II (3 credits)<br>762: Psychological Assessment Practicum II (3 credits)<br><b>Semester Total: 15 credits</b>  | 763: School Psychology Intervention Practicum (3 credits)<br>850: Cognitive Psychotherapies (3 credits)<br><br><br><br><br><b>Semester Total: 6 credits</b><br><b>Cumulative: 60 credits</b> |
| <b>3</b>    | 615: Research Methods (3 credits)<br>624: Developmental Psychology (3 credits)<br>752: Internship Seminar I (3 credits)<br>764: School Psychology Intervention Practicum II (3 credits)<br><b>Semester Total: 12 credits</b>   | 105: Comprehensive Examination (0 credits)<br>627: Cultural Diversity (3 credits)<br>753: Internship Seminar II (3 credits)<br>765: School Psychology Intervention Practicum III (3 credits)<br>ELECTIVE (3 credits)<br><b>Semester Total: 12 credits</b>   | N/A<br><br><br><br><br><br><b>Cumulative: 84 credits</b>   |
| <b>4</b>    | 650: History and Systems (3 credits)<br>754: Internship Seminar III (3 credits)<br>ELECTIVE (3 credits)<br><b>Semester Total: 9 credits</b>  | 105D: Comprehensive Examination (0 credits)<br>755: Internship Seminar IV (3 credits)<br>ELECTIVE (3 credits)<br>ELECTIVE (3 credits)<br>950: Doctoral Research (3 credits)<br><b>Semester Total: 12 credits</b>  | N/A<br><br><br><br><br><br><b>Cumulative: 105 credits</b>  |
| <b>5</b>    | 905: Internship I (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>  | 906: Internship II (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>  | N/A<br><b>Cumulative: 107 Credits</b>  |

## **B. BILINGUAL PROGRAM**

The curriculum requirements for the bilingual school psychology program meets the requirements for the Bilingual Certification by the NYS Education Department in the following manner:

Twelve courses (36 credits) in the general school psychology program are also required of students in the bilingual program.

The following four courses in the program were altered to reflect material required by the New York State Department of Education for Bilingual Certification:

- a. Developmental Psychology (PSY 624) includes extensive discussion of cross-cultural perspectives in child development.
- b. Interviewing and Case Formulation (PSY 666) includes readings in counseling and interviewing culturally diverse children.
- c. Child and Adolescent Personality Assessment I (PSY 671) includes instruction on the use of personality tests and their standardization with African American and Hispanic youth.
- d. School Psychology Internship Seminar I (PSY 752B) includes instruction on the State Education Department's regulations concerning the assessment and placement of bilingual children.

Practicum I & II (PSY 761B & 762B) provides students in their second year (prior to their internship) practicum experience in serving bilingual children and their families. These courses are similar in structure to the courses taken by the regular school psychology program (PSY 761 & 762), except that students in these courses are typically supervised by a bilingual school psychologist and are trained to provide school psychological services to bilingual children and their families.

Three courses (9 credits) are also required for students in the bilingual program. These include: "Psychoeducational Assessment of Culturally and Linguistically Diverse Children" (PSY 662B), "Cultural Diversity in Psychological Services" (PSY 627), and "Psycholinguistics and the Practice of School Psychology with Bilingual Populations" (PSY 729).

***Certification as a Bilingual Psychologist.*** To obtain certification as a bilingual school psychologist in NY State, a student must take and pass the Bilingual Education Assessment (BEA). It is the student's responsibility to register for this exam on his/her own. The BEA assesses knowledge and skills in the foundations of bilingual education, listening and reading comprehension, and written and oral expression. Offered in the target language of the certificate extension sought, it consists of multiple-choice questions, audiotaped listening and speaking components in English and the target language and reading and writing components in the target language. For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, go to: [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

***Enrollment in the Bilingual Track.*** Students must obtain approval from the Program Director to enroll in the bilingual track. This decision must be made prior to the 2<sup>nd</sup> semester in the program (during the Fall of the 1<sup>st</sup> year). Enrollment in the bilingual track is not contingent upon passing the BEA. Students are expected to take the BEA exam only if they want to receive the bilingual credential in New York State.



Those who chose not to take the BEA can still utilize the bilingual training in their practice as school psychologists.

# 1. SCHEDULE FOR PSYD-BILINGUAL TRACK - STUDENTS WHO ENTERED THE PROGRAM ON OR AFTER FALL 2020

| YEAR | FALL  | SPRING   | SUMMER   |
|------|---|--|--|
| 1    | 661: Psychoeducational Assessment (3 credits)<br>661L: Psychoeducational Assessment Lab (0 Credits)<br>665: Introduction to School Psychology (3 credits)<br>666: Interviewing Skills (3 credits)<br>726/727: Psychopathology Across the Lifespan I/II (3 credits)<br><b>Semester Total: 12 credits</b>   | 662B: Psychoeducational Assessment II (3 credits)<br>662B-L: Psychoeducational Assessment II Lab (0 credits)<br>671: Child and Personality Assessment (3 credits)<br>726/727: Psychopathology Across the Lifespan I/II (3 credits)<br>749: Behavior Therapy (3 credits)<br><b>Semester Total: 12 credits</b>   | N/A<br><br><br><br><br><br><br><b>Cumulative: 24 credits</b>   |
| 2    | 608: Statistical Design and Research (3 credits)<br>608L: Statistical Design Lab (0 credits)<br>615: Research Methods (3 credits)<br>624: Developmental Psychology (3 credits)<br>715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits)<br>OR<br>716: Consultation (3 credits)<br>761B: Psychological Assessment Practicum I (3 credits)<br><b>Semester Total: 15 credits</b> | 614: Multivariate Analysis (3 credits)<br>614L: Multivariate Lab (0 credits)<br>627: Cultural Diversity (3 credits)<br>648: Physiological Psychology (3 credits)<br>715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits)<br>OR<br>716: Consultation (3 credits)<br>762B: Psychological Assessment Practicum II (3 credits)<br><b>Semester Total: 15 credits</b> | 763: School Psychology Intervention Practicum (3 credits)<br>850: Cognitive Psychotherapies (3 credits)<br><br><br><br><br><br><b>Semester Total: 6 credits</b><br><b>Cumulative: 60 credits</b> |
| 3    | 722: Social Basis of Behavior (3 credits)<br>729: Psycholinguistics (3 credits)<br>752: Internship Seminar I (3 credits)<br>764: School Psychology Intervention Practicum II (3 credits)<br><b>Semester Total: 12 credits</b>   | 105: Comprehensive Examination (0 credits)<br>759: Psychometrics (3 credits)<br>753: Internship Seminar II (3 credits)<br>765: School Psychology Intervention Practicum III (3 credits)<br>ELECTIVE (3 credits)<br><b>Semester Total: 12 credits</b>   | N/A<br><br><br><br><br><br><b>Cumulative: 84 credits</b>   |
| 4    | 617: Cognitive and Affective Basis of Behavior (3 credits)<br>754: Internship Seminar III (3 credits)<br>ELECTIVE (3 credits)<br><b>Semester Total: 9 credits</b>   | 105D: Comprehensive Examination (0 credits)<br>650: History and Systems (3 credits)<br>755: Internship Seminar IV (3 credits)<br>950: Doctoral Research (3 credits)<br>ELECTIVE (3 credits)<br><b>Semester Total: 12 credits</b>   | N/A<br><br><br><br><br><br><b>Cumulative: 105 credits</b>  |
| 5    | 905: Internship I (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>   | 906: Internship II (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>   | N/A<br><b>Cumulative: 107 Credits</b>  |

## SCHEDULE FOR PSYD-BILINGUAL TRACK - STUDENTS WHO ENTERED THE PROGRAM ON OR BEFORE FALL 2019

| YEAR     | FALL   | SPRING  | SUMMER   |
|----------|--|---|--|
| <b>1</b> | 608: Statistical Design and Research (3 credits)<br>608L: Statistical Design Lab (0 credits)<br>661: Psychoeducational Assessment (3 credits)<br>661L: Psychoeducational Assessment Lab (0 Credits)<br>665: Introduction to School Psychology (3 credits)<br>617: Cognitive & Affective Basis of Behavior (3 credits)<br><b>Semester Total: 12 credits</b> | 614: Multivariate Analysis (3 credits)<br>614L: Multivariate Lab (0 credits)<br>662B: Psychoeducational Assessment II (3 credits)<br>662BL: Psychoeducational Assessment II Lab (0 credits)<br>666: Interviewing Skills (3 credits)<br>671: Child and Personality Assessment (3 credits)<br><b>Semester Total: 12 credits</b> | N/A<br><br><br><br><br><br><br><b>Cumulative: 24 credits</b>   |
| <b>2</b> | 715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits)<br>726/727: Psychopathology Across the Lifespan I/II (3 credits)<br>761B: Psychological Assessment Practicum I (3 credits)<br>749: Behavior Therapy (3 credits)<br>729: Psycholinguistics (3 credits)<br><b>Semester Total: 15 credits</b>                                   | 759: Psychometrics (3 credits)<br>648: Physiological Psychology (3 credits)<br>716: Consultation (3 credits)<br>726/727: Psychopathology Across the Lifespan I/II (3 credits)<br>762B: Psychological Assessment Practicum II (3 credits)<br><b>Semester Total: 15 credits</b>   | 763: School Psychology Intervention Practicum (3 credits)<br>850: Cognitive Psychotherapies (3 credits)<br><br><b>Semester Total: 6 credits</b><br><b>Cumulative: 60 credits</b> |
| <b>3</b> | 615: Research Methods (3 credits)<br>624: Developmental Psychology (3 credits)<br>752B: Internship Seminar I (3 credits)<br>764: School Psychology Intervention Practicum II (3 credits)<br><b>Semester Total: 12 credits</b>  | 105: Comprehensive Examination (0 credits)<br>627: Cultural Diversity (3 credits)<br>753: Internship Seminar II (3 credits)<br>765: School Psychology Intervention Practicum III (3 credits)<br>ELECTIVE (3 credits)<br><b>Semester Total: 12 credits</b>   | N/A<br><br><br><br><br><b>Cumulative: 84 credits</b>   |
| <b>4</b> | 650: History and Systems (3 credits)<br>754: Internship Seminar III (3 credits)<br>722: Social Basis of Behavior (3 credits)<br><b>Semester Total: 9 credits</b>   | 105D: Comprehensive Examination (0 credits)<br>755: Internship Seminar IV (3 credits)<br>ELECTIVE (3 credits)<br>ELECTIVE (3 credits)<br>950: Doctoral Research (3 credits)<br><b>Semester Total: 12 credits</b>  | N/A<br><br><br><br><b>Cumulative: 105 credits</b>  |
| <b>5</b> | 905: Internship I (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>  | 906: Internship II (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>  | N/A<br><b>Cumulative: 107 Credits</b>  |

### C. SCHEDULE FOR STUDENTS WITH ADVANCED STANDING

Students admitted with a Masters in School Psychology and a permanent or provisional certification in school psychology can be admitted with advanced standing. These students will be required to take 50 credits at a minimum. If the student's masters did not include courses that are required for licensure as a psychologist in New York State, the student will be required to substitute these courses for his or her electives. In addition, the student's elective courses may be used to take courses that the Program Director deems were deficient or absent in their School Certification education. They must take courses that exist in our program if they did not have equivalent courses in their masters/certification program. Courses

required for licensure include: Social (Psy 722) or Cross-Cultural (Psy 625); Cognition (Psy 617); Physiological (Psy 648) or Biological bases; Scaling and Measurement (Psy 759); and Research Methods (Psy 615).

### **SCHEDULE FOR STUDENTS WITH ADVANCED STANDING**

| <b>YEAR</b>         | <b>FALL</b>  | <b>SPRING</b>  | <b>SUMMER</b>   |
|---------------------|--|--|---|
| <b>1</b>            |  |  | 763: School Psychology Intervention Practicum (3 credits)<br>850: Cognitive Psychotherapies (3 credits)<br><br><b>Semester Total: 6 credits</b><br><b>Cumulative: 6 credits</b> |
| <b>1, CONTINUED</b> | 608: Statistical Design and Research (3 credits)<br>608L: Statistical Design Lab (0 credits)<br>624: Developmental Psychology (3 credits)<br>650: History and Systems (3 credits)<br>764: School Psychology Intervention Practicum II (3 credits)<br><b>Semester Total: 12 credits</b> | 614: Multivariate (3 credits)<br>614L: multivariate lab (0 credits)<br>627: Cultural Diversity (3 credits)<br>765: School Psychology Intervention Practicum III (3 credits)<br>ELECTIVE (3 credits)<br><br><b>Semester Total: 12 credits</b> | N/A<br><br><br><br><br><br><br><b>Cumulative: 30 credits</b>  |
| <b>2</b>            | 754: Internship Seminar III (3 credits)<br>ELECTIVE (3 credits)<br>ELECTIVE (3 credits)<br><br><b>Semester Total: 9 credits</b>  | 105D: Comprehensive Examination (0 credits)<br>755: Internship Seminar IV (3 credits)<br>ELECTIVE (3 credits)<br>950: Doctoral Research (3 credits)<br><b>Semester Total: 9 credits</b>  | N/A<br><br><br><br><br><br><b>Cumulative: 48 credits</b>  |
| <b>3</b>            | 905: Internship I (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>  | 906: Internship II (0 credits)<br>950: Doctoral Research (1 credit)<br><b>Semester Total: 1 credit</b>   | N/A<br><br><br><b>Cumulative: 50 Credits</b>  |

### **D. REGISTRATION FOR DOCTORAL RESEARCH CREDITS**

Students registering for Doctoral Research (PSY 950) are required to follow the procedures listed below:

**Please note: once a student is not of full-time status their loans will enter into re-payment status.**

If a student is not registered for classes, under special circumstances he or she may request to register for maintaining matriculation and pay an administrative fee. No doctoral research course is required at this time.

A student must register for doctoral research up to and including the semester he or she graduates. Prior to the semester in which the student plans to go on his/her final full-time internship experience, the student s/he must register for PSY 950 corresponding to the CRN of his/her mentor (3 credits).

During the two semesters that a student is on 0-credit (full-time) internship (PSY 905/906) and as such, not spending as much time on dissertation matters, students must register for 1 credit doctoral research (PSY 950 - the 1 vs. 3 credit is differentiated on the registration forms by the 5 digit course/CRN number).

If a student has a part-time internship, s/he must register for 2 credits of doctoral research (PSY 952) during the semesters in which the student is on internship.

Once internship is complete, if a student has not yet successfully defended their dissertation, students must register for 3 credit doctoral research (PSY 950) up to and including their graduation semester.

## **E. DESCRIPTION OF REQUIRED COURSES**

### **608 STATISTICAL DESIGN IN RESEARCH**

This course concentrates on the use of advanced parametric techniques in the statistical design of experiments. Emphasis is placed on the different models of analysis of variance from one-way to split-plot designs. The conceptual framework of the general linear model is emphasized. Credit: 3 semester hours.

### **614 MULTIVARIATE ANALYSIS FOR PSYCHOLOGICAL RESEARCH**

Prerequisite: 608 with grade of "B" or higher. The purpose of this course is to present the student with a variety of multivariate research designs along with their appropriate statistical techniques which have application in experimental and clinical research settings. Topics include matrix algebra, multiple regression, factor analysis, discriminant analysis, logistic regression, introduction to multivariate analysis of variance, and introduction to path analysis and structural equation modeling. Credit: 3 semester hours.

### **615 RESEARCH METHODS IN SCHOOL PSYCHOLOGY**

This course is a survey of the research methods and statistical techniques used in the study of children and their development. Special emphasis will be given to the type of research questions asked by the school psychologist (e.g., program evaluation, assessment techniques, etc.). Credit: 3 semester hours.

### **617 COGNITIVE & AFFECTIVE BASIS OF BEHAVIOR**

This course will examine theoretical constructs and current research covering many sub areas of cognition including: attention, working memory, episodic and semantic long-term memory, language, and affective processes within the framework of the neural basis of cognition. We will also discuss the various ways in which these processes can be compromised by various pathologies as well as some of the neuropsychological assessments that are used to evaluate cognitive deficits. Credit: 3 semester hours.

### **624 DEVELOPMENTAL PSYCHOLOGY**

An overview of the major issues of contemporary developmental psychology from a life-span perspective. Particular emphasis is placed on relevant historical antecedents, theory, core conceptual issues, emerging methodology, major research projects, and selected research findings. Credit: 3 semester hours.

**625 CROSS-CULTURAL PSYCHOLOGY**

Cross-cultural perspectives on behavior and cognition, including verbal and nonverbal communication, and interpersonal and intergroup relations. Psychological variability among cultural groups in the United States, as well as differences between Americans and those of other cultures will be discussed. Credit: 3 semester hours.

**627 CULTURAL DIVERSITY IN PSYCHOLOGICAL SERVICES**

A course in diverse cultural perspectives which explores the cultural similarities and differences between psychologist and client and the way these factors affect the delivery of psychological services. Credit: 3 semester hours.

**648 PHYSIOLOGICAL PSYCHOLOGY**

Neuroanatomy plus readings and discussion of recent research with emphasis on sensory coding, neural bases of learning, and physiological bases of a variety of psychological disorders. Credit: 3 semester hours.

**650 HISTORY AND SYSTEMS**

An evaluation of modern systems of psychology and a review of historical antecedents in light of their psychological contributions. Credit: 3 semester hours.

**661 PSYCHOEDUCATIONAL ASSESSMENT I**

Administration, scoring, theoretical interpretation, psychometric and qualitative characteristics, and comparative analysis of contemporary scales of intelligence and cognitive ability test batteries serve as the basis for this course. Emphasis will be placed on understanding the role of theory as a foundation for conceptualizing all aspects of assessment, as well as integrating and compiling test results in a psychological report. Test Fee: \$100. Credit: 3 semester hours.

**662 PSYCHOEDUCATIONAL ASSESSMENT II**

Prerequisite: PSY 661 with grade of "B" or higher. Advanced issues in administration, scoring, theoretical interpretation, psychometric and qualitative characteristics, and comparative analysis of both contemporary cognitive and academic ability test batteries form the major components of this course. Emphasis will be placed on an integrated approach to assessment, particularly, learning disability determination, report writing, and interpreting data from cognitive and achievement batteries from contemporary theoretical perspectives. Test Fee: \$100. Credit: 3 semester hours.

**662B PSYCHOEDUCATIONAL ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN**

Prerequisite: PSY 661 with grade of "B" or higher. Administration, scoring, theoretical interpretation, and psychometric and qualitative comparative analysis of newer cognitive, achievement, and special purpose test batteries - including those available in languages other than English. The use of these tests with bilingual children will be emphasized. Research on the use of standardized tests with culturally and linguistically diverse children will be reviewed and nondiscriminatory assessment strategies will be discussed. Emphasis will be placed on report writing and interpreting cognitive batteries from contemporary theoretical perspectives and the child's cultural and linguistic background. Test Fee: \$100. Credit: 3 semester hours.

#### 665 INTRODUCTION TO SCHOOL PSYCHOLOGY

A general understanding of the various roles and functions of the school psychologist. Introducing the profession of school psychology from a historical, scientific, and practical perspective. Credit: 3 semester hours.

#### 666 INTERVIEWING AND CASE FORMULATION

An understanding of psychopathology and psychodynamics as a foundation for the psychological interview and as a basis for counseling. Following an historical perspective of the field, general principles of interviewing are considered, and practice is gained in the interview for diagnostic assessment. Credit: 3 semester hours.

#### 671 CHILD AND ADOLESCENT PERSONALITY ASSESSMENT

Strategies for assessing child and adolescent personality will be explored. Emphasis will be placed on those projective and objective techniques utilized in the field. A practicum (PSY 761) will accompany this course. Credit: 3 semester hours.

#### 715 ASSESSMENT, DIAGNOSIS, AND REMEDIATION OF LEARNING DISABILITIES

Prerequisite: PSY 661, 662 with grade of "B" or higher. A systematic study of the psychoneurology of learning disorders of children; classification of learning disorders; receptive, expressive, and central disorders of learning; and assessment of diagnostic procedures. Credit: 3 semester hours.

#### 716 PSYCHOEDUCATIONAL CONSULTATION

A psychoeducational frame of reference to the study of remediating academic and cognitive deficits of exceptional children. Assessment procedures and remedial strategies are studied in relation to the child's medical, psychological, neuropsychological, social, and educational deficits. Interventions will also be discussed in terms of their relation to horizontal and vertical structure of the educational setting. A behavioral orientation is emphasized. A practicum experience is required as part of this course. Credit: 3 semester hours.

#### 722 SOCIAL BASIS OF BEHAVIOR

An integration and evaluation of the contributions to psychology from psychologists, sociologists, and anthropologists. Social influences on personality development, attitudes, group behavior, and prejudices are discussed. Credit: 3 semester hours.

#### 726 PSYCHOPATHOLOGY ACROSS THE LIFESPAN I

An overview of the biological, developmental, sociocultural, psychodynamic development, and behavioral determinants of psychopathology in children. Special attention will be given to the relevance of the concepts presented in this course in relation to the work of the school psychologist. Credit: 3 semester hours.

#### 727 PSYCHOPATHOLOGY ACROSS THE LIFESPAN II

The course pursues a discussion of further diagnostic categories not included in Psychopathology of Childhood and Adolescence I, such as developmental disorders, communication and learning problems, organic disorders with a large psychological component, psychosomatic and physical handicaps, and anti-social behavior. There is some discussion of the problems of differential diagnostic assessment based on DSM IV and treatment of behavior disorders in children. Credit: 3 semester hours.

**729 PSYCHOLINGUISTICS AND THE PRACTICE OF SCHOOL PSYCHOLOGY WITH CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS**

This course will provide the student with an understanding of normal language development, second language acquisition, and the problems in delivering school psychological services to bilingual children. Students will be taught to differentiate between language difficulties encountered in acquiring a second language from language "deficits" or disorders. Credit: 3 semester hours.

**749 BEHAVIOR THERAPY: ASSESSMENT, TREATMENT, AND CONSULTATION**

This course is aimed at providing a theoretical and practical understanding of the behavioral orientation to psychological assessment and intervention with school-aged children and adolescents in school settings. The course deals with the scientific principles underlying behavior therapy intervention, the clinical application of the procedures in both direct service and indirect consultation models of service delivery, and the empirical support for the efficacy of such procedures. Credit: 3 semester hours.

**752 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR I: PROFESSIONAL ISSUES**

Prerequisites: Completion of PSY 762 or 762B. Students with a failing grade (F) or a grade of IN (incomplete), will be dropped from the roster.

The ethical standards of the American Psychological Association, the National Association of School Psychologists, and legislative and case law effecting educationally handicapped children will be discussed in detail. Legal issues affecting and impacting the practice of psychology and standards of professional practice will also be presented. The New York State Child Abuse reporting laws and professionals' responsibility under this law will also be presented. Students are assigned to a public or private school providing services for regular education children for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities and discuss the ethical implications of their cases. Credit: 3 semester hours.

**752B BILINGUAL SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR I: PROFESSIONAL ISSUES BILINGUAL**

Prerequisite: PSY 761B & 762B. Students with a failing grade (F) or a grade of INC (incomplete), will be dropped from the roster.

Classroom presentations will focus on recent advances in assessment and intervention strategies for working with linguistically diverse children. Topics to be discussed include, models of school psychology service delivery, interviewing, assessment, intervention, and consultation with culturally and linguistically diverse children. Other topics to be covered include, crisis intervention strategies for school psychologists and kindergarten screening programs. The New York State Department of Social Services curriculum on Child Abuse and additional information on the assessment and treatment of abused children will be presented. Students are assigned to a public or private school providing psychological services to regular education bilingual children and/or adolescents for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities, discuss the roles and functions of school psychologists, and discuss any ethical and legal issues that arise in each case. Credit: 3 semester hours.

**753 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR II: PSYCHOLOGICAL INTERVENTIONS**

Prerequisite: PSY 752. Classroom presentations will focus on recent advances in assessment and intervention strategies for school psychologists such as, models of service delivery in school psychology, crisis intervention strategies for school psychologists, kindergarten screening programs, and parent,

teacher, and organizational consultation. The New York State Department of Social Services' curriculum on Child Abuse and additional information on the assessment and treatment of abused children will be presented. Students are assigned to a public or private school providing psychological services to regular education children and/or adolescents for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities, discuss the roles and functions of school psychologists, and discuss ethical and legal issues that arise in each case. Credit: 3 semester hours.

#### **754 SCHOOL PSYCHOLOGY SEMINAR III: SUPERVISION AND ADVANCED CLINICAL INTERVENTIONS TO MEET THE MENTAL HEALTH NEEDS OF STUDENTS AND FIELD PLACEMENT**

This course includes an in-depth review of the latest research and theory in psychological interventions. Topics to be discussed include: organizational and policy issues in providing mental health services to children; primary mental health prevention activities; prevention of substance abuse; school drop-out; suicide; and conduct problems. Advances in individual, group, and family therapies for childhood disorders will be presented. Students are assigned to a public or private school or agency providing psychological services for three days per week. This may be in a school for exceptional children or an organization servicing exceptional children or an atypical population. Students will work under the supervision of psychologist who is licensed and if in a school setting certified as a school psychologist. Students are required to make case presentations on their field placement activities, discuss the roles and functions of school psychologists, and discuss any ethical and legal issues that arise in each case. Credit: 3 semester hours.

#### **755 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR IV: EXPLORATION OF CURRENT RESEARCH AND CONTROVERSIES IN SCHOOL PSYCHOLOGY AND FIELD PLACEMENT**

This course is designed to provide upper level doctoral students with a broader and more in-depth knowledge of current research and controversies in the field of school psychology. Particular emphasis will be placed on current research on specific learning disability (SLD) definitions and identification methods. Controversies in interpreting the federal definition of SLD and in interpreting the federal regulations regarding the methodology for SLD identification will be discussed. Emphasis will be placed on the current neuropsychology literature regarding cognitive ability and processing test selection and interpretation as it relates to the evaluation of individuals suspected of having a learning disability. Arguments for and against different SLD definitions and SLD identification methodologies along with the available research for each viewpoint will be presented. Instruction will also be placed on linking assessment results to empirically supported interventions and evaluating the effectiveness of interventions. Case study presentations will demonstrate the issues and methods discussed. Credit: 3 semester hours.

#### **759 PSYCHOMETRICS**

Theories of measurement, scaling, and test construction in psychology, including issues of validity and reliability. Scaling models are discussed in relation to attitudes, abilities, psychophysics, and psychometrics. Credit: 3 semester hours.

#### **761 PSYCHOLOGICAL ASSESSMENT PRACTICUM I**

Prerequisite: PSY 661 and PSY 662 with grade of "B" or higher. This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to



be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

#### **761B PSYCHOLOGICAL ASSESSMENT PRACTICUM I - BILINGUAL**

Prerequisite: PSY 661 and PSY 662 with grade of “B” or higher. This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of bilingual and mono-lingual children, adolescents, and young adults. The assessments will be conducted at the University’s Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

#### **762 PSYCHOLOGICAL ASSESSMENT PRACTICUM II**

This course is a continuation of 761. It includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University’s Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

#### **762B PSYCHOLOGICAL ASSESSMENT PRACTICUM II - BILINGUAL**

This course is a continuation of 761B. It includes both classroom presentations (in a seminar style) and completion of psychological assessments of bilingual and mono-lingual children, adolescents, and young adults. The assessments will be conducted at the University’s Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

### 763 SCHOOL PSYCHOLOGY INTERVENTION PRACTICUM I

This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. The intervention may include individual or group therapy, and/or behavioral or instructional consultation with teachers or parents. Prior to meeting with a parent or child, students will consult with their instructor to determine the appropriate intervention strategies. For each client, students will prepare a case formulation, write a treatment plan, deliver the intervention, assess the clients' progress, and keep appropriate documentation. Students will also regularly present the case to their supervisor to discuss the integrity of the treatment plan, the clients' progress, the need for any change in the treatment plan, and to discuss any ethical or legal issues involved. Students will be graded on their intake monitoring, progress, and report keeping skills, interpersonal relations, treatment planning and case conceptualization, quality of intervention, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

### 764 SCHOOL PSYCHOLOGY INTERVENTION PRACTICUM II

This course is a continuation of PSY 763. It includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. The intervention may include individual or group therapy, and/or behavioral or instructional consultation with teachers or parents. Prior to meeting with a parent or child, students will consult with their instructor to determine the appropriate intervention strategies. For each client, students will prepare a case formulation, write a treatment plan, deliver the intervention, assess the clients' progress, and keep appropriate documentation. Students will also regularly present the case to their supervisor to discuss the integrity of the treatment plan, the clients' progress, the need for any change in the treatment plan, and to discuss any ethical or legal issues involved. Students will be graded on their intake monitoring, progress, and report keeping skills, interpersonal relations, treatment planning and case conceptualization, quality of intervention, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

### 765 SCHOOL PSYCHOLOGY INTERVENTION PRACTICUM III

This course is a continuation of PSY 763 and PSY 764. Credit: 3 semester hours.

### 905 INTERNSHIP I

Prerequisite: Completion of all course work and passing the Professional Practice Competency Examination. A one-year, full time internship in an approved setting. For doctoral students in the Doctor of Psychology in School Psychology Program only. This course is taken on a Pass-Fail basis. Students will receive an incomplete grade until the full internship (PSY 905 & 906) is completed. Credits: 0 semester hours.

### 906 INTERNSHIP II

Prerequisite: PSY 905, completion of all course work, and passing the Professional Practice Competency Examination. A one-year, full time internship in an approved setting. For doctoral students in the Doctor of Psychology in School Psychology Program only. This course is taken on a Pass-Fail basis. The grade will be assigned when the internship is completed. Credits: 0 semester hours.

## 950 DOCTORAL RESEARCH

Original research leading to the doctoral degree. Doctoral candidates must register for this course in the spring semester of their fourth year. Once enrolled in this course, students must remain continuously enrolled in it until they graduate. Credits: Three (3) credits except when students are on internship and enrolled in PSY 905 or 906 - when it will be 1 credit. The course identification numbers for PSY 950 are as follows: 75163 for three (3) credits and 75134 for one (1) credit.

## F. ELECTIVES

Electives in the Psychology Department include the following:

PSY 606 Perception I

PSY 607 Perception II

PSY 619 Multivariate Statistics

PSY 626 Psychology of Women

PSY 631 Psychoanalytic Psychotherapy I

PSY 696 Independent Research

PSY 717 Instructional Assessment and Academic Interventions

PSY 744 Assessment Methods for Students with Autism Spectrum Disorders

PSY 745 Applied Behavior Analysis

PSY 746 Single Case Design in Autism Spectrum Disorder

PSY 751 Interventions with Developmental Disabilities

PSY 760 Marital and Family Therapy

PSY 835 Neuropsychological Assessment

PSY 838 Addictive Behavior

PSY 839 Forensic Psychology

PSY 845 Group Therapy

PSY 850 Cognitive Psychotherapies

PSY 861 Psychopharmacology

PSY 862 Independent Study (applicable only to concentration 6 - Psychological Research)

Students can take up to three (3) electives outside of the psychology department with the approval of the Program Director or their advisor. Any graduate course in the University can be an elective. The core School Psychology Faculty has reviewed the course offerings and recommends that electives outside the Psychology Department be chosen from the following list.

Department of Sociology & Anthropology

SOC 117 Family Violence

SOC 119 Juvenile Delinquency

SOC 131 Sociology of Youth

SOC 147 Personality, Culture and Society

SOC 150 Sociology of Illness & Health Care

SOC 227 Criminology

SOC 249 Sociological Perspectives on Education

Department of Speech, Communication Science, & Theater

SPEECH 203 Models of Language and Behavior

SPEECH 318 Developmental Language Disorders

SPEECH 320 Language Based Learning Disabilities

SPEECH 321 Speech Language Assessment & Intervention for Infants, Toddlers, and the Preschool Child

SPEECH 329 Neuroanatomy and Neuropathology of the Speech System.

School of Education & Human Services Division of Administrative & Instructional Leadership

Courses in Educational Administration

EDU 5415 Introduction to Educational Administration

EDU 5418 Administrative Theory in Education

EDU 5471 Leadership in Instructional Supervision

EDU 5571 Administrative Leadership

EDU 5791 Legal Aspects of the Administration of Schools

EDU 5795 Student & Teacher Rights in Administration of Schools

EDU 5811 Administration & Supervision of Special Education Services

EDU 7232 Individualization: Prescribing for Student Learning Styles

Department of Human Services & Counseling

Courses in Reading

EDU 3230 Diagnosis & Recommendations for Literacy Performance

EDU 3240 Literacy and Assessment Strategies for Diverse Learners

EDU 3264 Teaching Literacy through Literature (Birth through Grade 6) in General and Inclusive Settings

EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas

EDU 3274 Innovative Approaches to Thinking and Literacy Development for the Gifted Learner

EDU 3278 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities B-12

EDU 5420 Politics of Education

EDU 5651 School-Community Relations in Education

EDU 5741 Finance of Education

## G. ELECTIVE CONCENTRATIONS

Students are strongly encouraged, but not required, to use three (3) of their electives (9 credits) to develop a concentration in an area of study.

(1) Psychological Interventions - Students who choose this concentration should select three courses from the following:

PSY 631 Psychoanalytic Psychotherapy I

PSY 717 Instructional Assessment and Academic Interventions

PSY 745 Applied Behavior Analysis

PSY 760 Marital and Family Therapy

PSY 845 Group Therapy

PSY 850 Cognitive Psychotherapies

PSY 861 Psychopharmacology

(2) Applied Behavior Analysis Program - St. John's School Psychology Program includes a 24-credit **Verified Course Sequence (VCS)** approved by **the Behavior Analysis Certification Board (BACB)**. Fifteen of these credit hours are embedded within the school psychology coursework. For students that are interested in pursuing BCBA certification in addition to School Psychology Certification, 15 credit hours required for the BACB are embedded into the school psychology coursework, and the remaining 9 required credits are offered to be taken as additional electives beyond their school (beyond the credit

hours required as part of the school psychology coursework). The breakdown of how the credit hours are incorporated is illustrated in the table below:

**School Psychology Program Courses with Embedded BACB Content** – These courses are required as part of your course study in school psychology, and the BACB content hours for 15 credits hours is embedded within these courses

**Course # Course Title**

|         |   |       |
|---------|---|-------|
| PSY 716 | Psychoeducational Consultation in the Classroom           | 3 cr. |
| PSY 747 | Introduction to the Study of Autism Spectrum Disorders    | 3 cr. |
| PSY 615 | Research Methods in School Psychology                     | 3 cr. |
| PSY 749 | Behavior Therapy: Assessment, Treatment, and Consultation | 3 cr. |
| PSY 752 | School Psychology Internship Seminar I                    | 3 cr. |

**Additional ABA courses to be taken as electives to complete the sequence** – These courses are additional electives beyond your course study in school psychology that are required to complete the verified course sequence (VCS) in Applied Behavior Analysis.

**Course # Course Title**

|         |  |       |
|---------|--|-------|
| PSY 744 | Assessment Methods for Students with Autism Spectrum Disorders | 3 cr. |
| PSY 745 | Applied Behavior Analysis                                      | 3 cr. |
| PSY 746 | Single Case Design for Students with Autism Spectrum Disorder  | 3 cr. |

Completion of these courses ensures that students meet the course requirements for BCBA certification. In order to complete ALL the requirements to become a BCBA, students must independently complete 1500 supervised hours working in the field of applied behavior analysis and pass the BCBA exam. St John's University provides the approved course sequence, but it is the student's responsibility to review the requirements for BCBA certification. Information for certification in behavior analysis can be found at [www.bacb.com](http://www.bacb.com).

If you have any questions regarding the VCS for Applied Behavior Analysis, contact Dr. Angela Mouzakitis at [mouzakia@stjohns.edu](mailto:mouzakia@stjohns.edu).

(3) Child Language Disorders - Students who choose this concentration must take all of the following courses:

CSD 203 Models of Language and Behavior  
CSD 318 Developmental Language Disorders  
CSD 320 Language Based Learning Disabilities

(4) Educational Administration and Law - Students who choose this concentration should select three courses from the following:

EDU 5415 Introduction to Educational Administration  
EDU 5418 Administrative Theory  
EDU 5471 Leadership in Instructional Supervision  
EDU 5571 Administrative Leadership in Schools  
EDU 5651 School Community Relations in Education  
EDU 5741 Economics and Financing of Education  
EDU 5791 Legal Aspects in Management and Administration of Schools  
EDU 5811 Administration and Supervision of Special Education Services

(5) Literacy - Students who choose this concentration should select three courses from the following:

EDU 3200 Language Acquisition and Literacy Development for General Education/English

Language Learners (ELL)

EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development (K-12)

EDU 3230 Diagnosis and Case study Analysis for Literacy Performance

EDU 3264 Teaching Literacy through Literature (Birth through Grade 6) in General and

Inclusive Settings

EDU 3270 Theories of and Strategies for Teaching Literacy Leadership

(6) Psychological Research - Students who choose this concentration will take the second research methods course in the clinical program (PSY 613). They will also register for PSY 862 for two semesters. This will yield nine credits. For the two semesters of PSY 862, the student will be required to write up a contract with a sponsoring faculty member specifying the activities which will be performed in each of the independent study courses. A paper, suitable for submission to an academic journal, must result from students who take this research concentration. The research topic investigated in this concentration must be sufficiently different from the student's dissertation topic. Students can enroll in this concentration only with the approval of the program director.

(7) School Neuropsychology - School Neuropsychology "requires the integration of neuropsychological and educational principles to the assessment and intervention processes with infants, children, and adolescents to facilitate learning and behavior within the school and family systems. School neuropsychologists also play an important role in the curriculum development, classroom design, and the integration of differential instruction that is based on brain-behavior principles in order to provide an optimal learning environment for every child" (Miller, DeFina, & Lang, 2004).

Students, with satisfactory academic standing, may enroll in this concentration only with approval of the Program Director. The successful completion of these courses will help prepare students to meet the requirements set by the American Board of School Neuropsychology (ABSNP) to achieve Diplomate status in School Neuropsychology.

The Diplomate in School Neuropsychology credential is awarded to applicants that demonstrate competency in school neuropsychology. The ABSNP, LLC was created to recognize the competency of school neuropsychologists. The ABSNP, LLC requires documentation of one's professional skills and training, passage of a written objective examination, and an oral defense of a written case study. The ABSNP, LLC provides validation of a school neuropsychologist's professional skills and helps promote those skills to your peers and to the public. Current Diplomates in School Neuropsychology have maintained their professional skills through documented annual continuing education requirements (Retrieved from: [www.absnp.com](http://www.absnp.com)).

Students who are permitted to enroll in this concentration will be required to take the following courses:

PSY 772 School Neuropsychological Assessment I

PSY 773 Practicum in School Neuropsychological Assessment I

PSY 774 Practicum in School Neuropsychological Assessment II

(8) Neuropsychology - Neuropsychology is the study of brain-behavior relationships. Students interested in this concentration should discuss with a faculty member the requirements for diplomate certification from the American Board of professional Psychology (ABPP) in neuropsychology. Student can enroll in this concentration only with the approval of the Program Director. Students who choose this concentration must take the specific courses listed and have less choice than other concentrations. These courses help

students meet the academic requirements set by the American Board of Professional Psychology for the Diplomate in Clinical Neuropsychology.

PHS 239 Functional Neuroanatomy and Neuropathology (Department of Pharmaceutical Sciences; This course has prerequisites of undergraduate courses in anatomy and physiology.)

PSY 835 Neuropsychological Assessment

PSY 840 School/Child Neuropsychology: Principles and Assessment

PSY 861 Psychopharmacology or CPP 216 Psychotherapeutics (Department of Clinical Pharmacy Practice)

## **H. FIRST YEAR RESEARCH AND COMMUNITY SERVICE COMMITMENTS**

### **1. Research Commitment**

The School Psychology Program at St. John's University follows a practitioner-scientist training model. This model assumes that practicing psychologists must base their professional activities on a foundation of research and scientific practice. Given the importance of these skills and to further encourage students to participate in research, the graduate program in school psychology has adopted a research component for first year graduate students.

The research program prepares students to develop, understand, and apply research experiences through actual involvement in research. Specifically, students are required to complete 50 hours over the course of the 1st year (e.g., 20 hours 1st semester; 30 hours 2nd semester). The research is to be done with a faculty mentor and must comply with all components of the Universities Institutional Review Board (IRB). Students may volunteer to work in a faculty member's research lab or independently develop a research idea under the supervision of the faculty member. Students may not use the hours from their graduate assistantship or doctoral fellowship towards this requirement. The Research Contract and Log are due to the Program's administrative assistant by the specified date. See Appendix B for Research Contract.

### **2. Community Service Commitment**

St. John's is a Vincentian University, inspired by St. Vincent de Paul's compassion and zeal for service. In the Vincentian tradition, we seek to foster a worldview and to further efforts toward global harmony and development by creating an atmosphere in which all may imbibe and embody the spirit of compassionate concern others so characteristic of Vincent. The purpose of the community service program is to provide St. John's Graduate Students in School psychology an opportunity to connect with the local community and provide needed volunteer service to disadvantaged communities that uses the students' strengths, academic knowledge and skills.

Students enrolled in one of the graduate programs in School Psychology will complete 30 community service hours in their first year of attendance. Community service activities may be, but are not required to be, related to the field of school psychology. Students may not use a current position through which they are employed for community service hours. Students are required to submit the completed Community Service Program Contract to the Program's administrative assistant by the specified date. The completed Community Service Program Log should be submitted to the Program's administrative assistant by the specified date. Please save a completed copy of these forms for your records. See Appendix B for forms.

### **3. Brown Bag Research Luncheon**

To further provide exposure and conversation about research that is relevant to the field of psychology and profession of school psychology, the faculty of the St. John's University school psychology program provide regularly scheduled research meetings that are required of all first-year doctoral students. Faculty will present their research, research from some of their doctoral students, or discuss an emerging area of research in the field. Typically, one meeting per month is scheduled and doctoral candidates may bring their lunch and participate in these meetings.

## **I. ST. JOHN'S UNIVERSITY CENTER FOR PSYCHOLOGICAL SERVICES**

The University's commitment to quality training in professional psychology resulted in the Center for Psychological Services. The Center is located a short distance from campus on Union Turnpike and provides training for students enrolled in both the Clinical Psychology and School Psychology programs. Students gain experience providing psychological assessments and interventions to clients from the community.

During their 2<sup>nd</sup> year in the program, School Psychology students will work very closely with their supervisors in all aspects of the assessment process, including consultation with parents and school staff. Students are to refer to their individual course syllabi (PSY 761, 762, 761B, 762B) for the details of the practicum supervision.

During their 3<sup>rd</sup> year in the program, students in the PsyD School Psychology program will enroll in the Psychological Interventions courses (PSY 763, 764, 765) at the Center. These courses include classroom presentations, completion of psychological assessments, and the determination and implementation of appropriate intervention strategies. The interventions may include individual or group therapy, and/or behavioral or instructional consultation with parents. Prior to meeting with a parent or child, students will consult with their instructor to determine the appropriate intervention strategies. For each client, students will prepare a case formulation, write a treatment plan, deliver the intervention, assess the clients' progress, and keep appropriate documentation. Students will also regularly present the case to their supervisor to discuss the integrity of the treatment plan, the clients' progress, the need for any change in the treatment plan, and to discuss any ethical or legal issues involved. Students will be graded on their intake monitoring, progress, and report keeping skills, interpersonal relations, treatment planning and case conceptualization, quality of intervention, and professional conduct.

An important aspect of the training at the Center includes an emphasis on the professional growth of the student. Students must always conduct themselves with the utmost professionalism while at the Center and dress and behave in a way that encourages respect. The Ethical Standards for Psychologists established by the American Psychological Association and the Ethical and Religious Directives for Catholic Health Facilities are important guidelines with which to become familiar as the center upholds these principles.

The practica supervisors, who serve as instructors for the School Psychology Assessment practicum courses have been and will continue to be school psychologists with relevant experience. The supervisors all have adjunct or assistant, associate or professor faculty appointments at St. John's. Each practicum supervisor has a doctoral degree, a State of New York psychology license, and New York State certification as a School Psychologist.



## **J. THIRD YEAR FIELD PLACEMENTS (SCHOOL PSYCHOLOGY CERTIFICATION INTERNSHIP/DOCTORAL EXTERNSHIP)**

Prior to the start of the third-year field placement, students will undergo a clearance process to establish their eligibility to begin. This process, conducted by the Field Placement Coordinator, typically occurs in June of the 2<sup>nd</sup> year, once grades are submitted. Specific criteria include the completion of 54 course credits, a grade of B or better in all classes, evidence of satisfactory progress in second year practica courses (761/761B, 762/762B) and no INC grades. Students will not be permitted to begin the third-year field placement if they do not meet these criteria. Prior to submitting their *Third-Year Internship/Externship Site Preference Form* (to be distributed by the Field Placement Coordinator), students will be spoken to and asked to sign a “soft clearance” indicating that they are aware of their program requirements and that they do not presently have and/or anticipate any outstanding program requirements.

In accordance with NYS Law, students must be fingerprinted to begin their third-year field placement. It is recommended that students complete the fingerprinting process in the spring of their second full year. While students may receive specific information from the Field Placement Coordinator or their placement site regarding fingerprinting, comprehensive information regarding the process can be found at <http://www.nysed.gov/educator-integrity/fingerprinting>.

Students complete their field placement, PSY 752/752B, and PSY 753, concurrently. The field placement experience in the third year is considered an internship by the New York State Teacher’s Certification Office that issues the certificate in School Psychology. These experiences are considered an externship by the psychology licensing board that regulates doctoral programs in psychology and issues the license as a psychologist. These two state agencies use different names to refer to this experience. Successful completion of this requirement does not count toward and cannot be used in lieu of the final, fifth-year internship.

To satisfy the third-year field placement requirements, students must work three full days per week, per semester, for at least 750 clock hours. The student is expected to work throughout the entire academic school year of the district, which typically begins in early September and runs through the end of June. This placement must occur in a public or private school setting. Placement sites may be in urban or suburban educational facilities or agencies encompassing either elementary (Kindergarten through 5th Grade), middle (6th through 8th Grade), or high (9th through 12th Grade) school levels. Students must have their placement approved by the Field Placement Coordinator. Guidelines for applying to internship/externship will be made available to the students by the Field Placement Coordinator. Once a student has accepted a position either verbally or in writing, the student may no longer apply or interview for any other internship/externship opportunities.

Initiation or resignation of any internship/externship without the approval of the Field Placement Coordinator and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program. A decision to leave an externship placement is left to the Field Placement Coordinator in consultation with the Program Director. Such a decision can be made only if an alternate placement will educationally benefit the student. Wherever possible, the effective date of any change of placement will be scheduled to allow for the completion of any outstanding activities/responsibilities as well as appropriate termination/transfer of any existing client caseloads.

The third-year field placement provides an opportunity for students to exercise their professional skills. During this placement, students' experiences should include all of the following: 1) assessment of school-aged students including, initial referrals, screenings, and annual and triennial evaluations; 2) teacher and parent consultation; 3) direct and indirect intervention such as individual or group counseling; and 4) participation in student case presentation to the district Committee on Special Education.

Students must complete an externship activity log that documents (a) the precise amount of time spent at the internship site and (b) the types of experiences encountered each day. Currently, students register for and use Time2Track, a web-based activity tracking system. A registration code will be distributed to students by the Program Administrative assistant. On a monthly basis, students must generate and submit a Time2Track report to the Program Administrative assistant which shows the monthly summary for all activities along with signature from the both the supervisor and the student. This is necessary to ensure that the student receives full credit toward the 750 clock-hour requirement. It is the student's responsibility to keep this log and to have it signed by the supervisor. Failure to keep the log may result in the student not receiving credit for his or her time and an "incomplete" (IN) in the class. Failure to turn in logs in a timely manner may also result in hours not counting toward the yearly requirement (this rule applies during fourth and fifth years as well). Submission deadlines are outlined in the *School Psychology Program: Important Due Dates* document published by the Program Director. When schools are closed for holidays or breaks, students may assign up to 7 hours for work completed on each of these days on their internship logs. Students must assign these hours to log categories that are not dependent upon school being open (i.e., administration, report writing).

The evaluation of placement sites by the School Psychology Graduate Program is strict and involves great scrutiny and quality control. The procedure normally begins when schools contact the Field Placement Coordinator or Program Director with a request for interns/externs. The department accepts placement sites based on knowledge of the internship/externship supervisor, his or her reputation as a competent and ethical professional among peers in the local community, and his or her holding of a valid license and certification as a School Psychologist. In addition, the Field Placement Coordinator will either visit internship sites or will maintain telephone and email contact throughout the internship.

Although more than one individual can be involved in a student's externship training, the student's **primary** supervisor must be a **doctoral level psychologist (licensed preferred) who is also certified as a school psychologist in the state in which they practice, with a minimum of three years of school psychology experience**. The student's primary supervisor must provide the weekly supervision and must co-sign all clinical and program-related documents (e.g., evaluation reports, counseling notes, and program evaluations).

No later than the beginning of the internship/externship year, the student will provide his or her primary field placement supervisor a contract and planning form (see Appendices C and F). On the planning form, the supervisor and the student meet to outline the tasks and experiences that the student will participate in during the year. The supervisor must indicate (on the planning form) that students (a) will participate in appropriate amounts of consultation, counseling, and assessment, along with other required activities (denoted by an \* on the planning form) and (b) will receive a minimum of two hours of direct supervision per week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. Both the supervisor and student will also sign a contract outlining their responsibilities. The contract also outlines the supervisor's responsibilities to the student. The student must submit the contract and planning form to the Program Administrative assistant in accordance with the timelines outlined in the *School Psychology Program:*

*Important Due Dates* document published by the Program Director. Please note that training hours cannot be formally accrued without these signed and submitted documents.

At the end of the fall and spring semesters, the supervisors evaluate the students. Supervisors receive the evaluation forms from the Program Administrative assistant. It is imperative that students ensure that the Program Administrative assistant and the Field Placement Coordinator has the correct name and email address of ALL supervisors that are involved in the student's evaluation. If a student has two supervisors, separate evaluations must be submitted by each supervisor. Completion of professional responsibilities while on placement and ratings by the placement supervisor will be utilized in determination of course grade. At the conclusion of the year, students will be asked to complete evaluations of their internship/externship site and supervisor. These forms can be obtained from the Program Administrative assistant. Notwithstanding end of year evaluations, any concerns with a site or supervisor should be immediately brought to the attention of the Field Placement Coordinator.

During the PSY 752/753 course sequence, students discuss legal and ethical issues as well as their placement experiences, including ways in which their school districts deal with typical problems such as crisis intervention, suicidal emergencies, and parents who disagree with CSE recommendations.

Information on School Psychology Certification in all 50 states can be found on the NASP website.

During the third-year field placement, students develop their knowledge and skills in the following areas:

1. Students will become familiar with the various roles of practicing School Psychologists.
2. Students will learn the organizational functioning, administration, implementation of policies, and politics of schools and school districts.
3. Students will gain experience in the process of special education referral, evaluation, placement, and remediation (e.g., developing IEPs, presenting to the district's Committee on Special Education).
4. Students will become knowledgeable about the process of regular education.
5. Students will become acquainted with community resources that support school psychological services.
6. Students will gain experience in various assessment techniques including: initial interviews with children and parents, interviewing parents and teachers to assess the nature of the referral, cognitive assessment, academic assessment, emotional and social assessment, behavioral observation and assessment, classroom observations, and curriculum-based assessment.
7. The student will gain experience and develop competence in clinical diagnostic interviewing.
8. The student will gain experience and develop competence in providing consultation services (i.e., to parents, teachers, and other school personnel).
9. Students will gain experience and develop competence in both regular and crisis intervention skills and/or strategies (e.g., how policies are constructed, carried out, and evaluated).

10. Students will gain experience and become proficient in writing comprehensive psychoeducational reports to articulate their assessments and recommendations.
11. Students will learn to demonstrate accountability for their activities as practicing School Psychologists.
12. Students will learn to evaluate their personal behavior and professional skills and learn to set goals for self-improvement.
13. Students will gain experience in providing feedback on their assessment and recommendations to children, parents, teachers, and other school personnel.
14. Students will gain experience in counseling school-age children individually and in groups.

## **K. FOURTH YEAR EXTERNSHIP**

Students complete this field placement experience while concurrently enrolled in PSY 754 and 755. To satisfy the requirements, students must accrue a total of at least 750 clock hours. These hours will take place at minimum over the course of an academic year. Some agencies may require individuals to sign a 12-month contract. This field placement helps students obtain experience with children, adolescents, families, or adults with behavioral, emotional, learning, or other handicapping conditions. Students are placed in a school or agency that services these clients. This can include a BOCES special education program, an agency providing day treatment or residential treatment serving children or adolescents, an inpatient hospital, a mental health clinic, or a school for children with physical disabilities. The placement can also include working closely with a school district Committee on Special Education in the evaluation, placement, planning, and monitoring of services for children with a wide range of disabilities.

No later than the beginning of the internship/externship year, the student will provide his or her primary field placement supervisor a contract (Appendix D) and planning form (Appendix G). The supervisor and the student meet to outline the tasks and experiences that the student will participate in during the year. The supervisor must indicate (on the planning form) that students will participate in appropriate amounts of consultation, counseling and assessment, and will receive a minimum of two hours of direct supervision per week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. Both the supervisor and student will sign a contract outlining their responsibilities. The contract outlines the supervisor's responsibilities to the student. At the end of the fall and spring semesters, the supervisors evaluate the student. At the conclusion of the year, the student completes evaluations of their externship sites and supervisor(s). These forms can be obtained from the Program Administrative assistant. Completion of professional responsibilities while on placement and ratings by placement supervisor will be utilized in determination of course grade.

Once a student has accepted an externship position verbally or in writing, the student may no longer apply or interview for any other internship opportunities. Initiation or resignation of any externship without the approval of the Field Placement Coordinator and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program.

A decision to leave an externship placement is left to the Field Placement Coordinator in consultation with the Program Director. Such a decision can be made only if an alternate placement will educationally benefit the student. Wherever possible, the effective date of any change of placement will be scheduled to allow for the completion of any outstanding activities/responsibilities as well as appropriate termination/transfer of any existing client caseloads. Students cannot contact an alternate placement or discuss leaving their current placement without first getting the approval of the Field Placement Coordinator and/or the Program Director.

Students should not accept more than one placement. **St. John's University School Psychology Program is a member of the New York/New Jersey Consortium of Training Programs. Students considering a site which participates in the consortium must abide by the policies and procedures set forth by the consortium. These rules and procedures will be distributed annually by the Field Placement Coordinator. Please note that while all sites in the consortium meet minimum criteria set forth by PSYDNYS-NYNJADOT, the final approval of a site in regard to its adherence to program guidelines, rests with the Field Placement Coordinator and/or the Program Director.**

During the fourth-year field placement, students will increase their knowledge and develop skills in the following areas:

- 1) Students will become knowledgeable about the organization, administration, policies and politics of special facilities
- 2) Students will gain experience in all types of psychological assessment with varied populations.
- 3) Students will gain experience consulting with other professionals to provide effective intervention to facilitate behavioral and/or educational change.
- 4) Students will gain experience in evaluating the behavioral, emotional, and/or educational progress of clients and revising the treatment plan based on the data.
- 5) Students will gain experience communicating the client's treatment plan and progress with the appropriate organization (e.g., Committee on Special Education in the child's home district).
- 6) Students will gain experience in individual and group therapy with clients.
- 7) Students will gain experience consulting with parents of children or working with families or partners of clients.
- 8) Students will gain experience using Systemic and Family interventions to improve the ability to support the client's progress.
- 9) Students will gain experience evaluating the client's potential to return to the least restrictive environment where possible (e.g., home district).
- 10) Students will gain experience consulting with clients about vocational alternatives.
- 11) Students will learn to demonstrate accountability for their activities as practicing School Psychologists.

12) Students will learn to evaluate their personal behavior and professional skills and learn to set goals for self-improvement.

## **L. FIFTH-YEAR DOCTORAL INTERNSHIP FOR LICENSING**

All students will complete a full-time internship as the capstone experience of the program, necessary for licensing in the state of New York. The trainee has a title such as “intern,” “resident,” or other designation of trainee status.

### **1. Prerequisites**

Students must complete all courses with a grade of B or better, including three credits of PSY 950; pass the Comprehensive Examinations; and be in good academic standing (no INC, minimum 3.0 GPA), before they can start their internship. Students must also have their dissertation proposal defended by the specified date and the necessary forms signed and turned in before they will be allowed to initiate internship and begin accruing hours.

### **2. APA Approved Internships**

Students may apply to an APA-approved (APPIC) internship, however, very few APPIC internships meet the requirements of both NASP and the Council of Directors of School Psychology Programs (CDSPP), and most of these are located out-of-state. Students may apply to APPIC internships in clinical psychology to meet this requirement. However, only clinical internships that focus primarily on providing psychological services to children, adolescents and their families will be acceptable. Also, students who choose an APA *clinical* internship must have had both their third and fourth year field placements in an educational setting, that meet the NASP internship requirement (minimum 600 hours of supervised internship or equivalent experience in a school setting A University-based counseling center is **not** considered an educational setting by NASP) where they experienced the full range of school psychological services. Students should consult both the Association of Psychology Postdoctoral and Internship Centers (APPIC) website at <http://www.appic.org> and The National Match Service Psychology Internship web site at <http://www.natmatch.com/psychint/index.html> for more information. If a student ranks an internship program through the APPIC system and matches with a site, the student must go on the internship and will not consider other offers or opportunities. Failure to comply with match procedures may result in the student being terminated from the program.

**\* Please note that to qualify to apply for an APPIC internship, students must have successfully proposed their doctoral dissertation by Oct 1<sup>st</sup> of the year they intend on beginning the APPIC internship application process. This is typically during the Fall of the student’s 4<sup>th</sup> year in the program.**

### **APPIC Internships**

Students interested in applying for an APPIC internship are doing so with the understanding that this is an entirely optional, and largely independent, endeavor.

*Student responsibilities include:*

- 1) Formally contacting the Field Placement Coordinator via email to express an interest in an APPIC internship on or before the specified date.

2) Documenting the total number of hours that will have been accrued in the 4th year. If the student wants to apply to clinical internship sites for the 5<sup>th</sup> year experience, the 4<sup>th</sup> year externship placement, must take place in a school setting (totaling at least 600 hours). If 600 hours are NOT accrued, the student is required to apply to school sites ONLY or sites that will provide the required 600 hours of school experience.

3) Identify potential APPIC sites of interest and independently verify that the sites are consistent with the requirements outlined in the program handbook under "Non-APA Approved Internships."

4) Contact the Field Placement Coordinator to submit a formal letter outlining the total number of school hours accrued/anticipated in the 4th year, as well as sites of interest, along with a statement of verification which indicates that the sites of interest comply with program guidelines. If there is a deviation from program guidelines, the deviation must be clearly noted.

Upon receiving an expression of interest from the student, the *School Psychology Field Placement Coordinator* will provide:

1) An *electronic copy of an APPIC manual* outlining the APPIC process. Please note that this manual is a guidance document only that intends to provide a general overview of the process. It is the student's responsibility to consult the official APPIC website (<https://www.appic.org>) for updated procedures, deadline dates, site information, and so forth.

2) A *general guidance/feedback document* as it relates to cover letters and essays. While the Fieldwork Placement Coordinator or other faculty may agree to proofread cover letters and essays, this will be primarily for mechanics (e.g., spelling, grammar). As such, it is the student's responsibility to ensure that the letter complies with site guidelines and/or APPIC's guidelines/suggestions in regard to content.

3) *Names and contact information of previously matched APPIC students*, if any, that are willing to provide information relating to the APPIC process. Please note that this is an optional conversation and the number of students willing to offer information may vary from year to year.

Upon receiving the student's completed APPIC application, the *Director of Clinical Training* (the Program Director) will:

1) Contact the Field Placement Coordinator to verify the student's logged hours.

2) Respond to APPIC's email to verify your standing in the program and your readiness for APPIC training.

### **3. Non-APA Approved Internships**

Students who do not chose to complete an APA approved internship must complete the application form in Appendix H and submit it to the Field Placement Coordinator for disposition. The internship application form must be typed and submitted by August 1<sup>st</sup> to begin internship during September of that same year. If students do not have an internship by this date, the Program Director will be informed, and the student will be assigned to a site with the assistance of the Field Placement Coordinator. The Field Placement Coordinator is available to advise and help students obtain internships at any point throughout

the process. However, neither the faculty, Program Director, Department Chair, Dean, nor the university assumes the responsibility to obtain the internship for the student.

When completing the application form for the fifth-year internship, the student should indicate that the placement meets all of the requirements listed below. In addition, the students should indicate how the proposed internship experience provides for a different set of experiences than they had received in their third- and fourth- year field placements. Students must identify the goals of their internship and specify the clinical competencies that they will acquire or improve upon and specify how they will assess the achievement of their goals. This fifth-year internship proposal will form the basis for the contract between the student and the internship site. The student will type this contract, and have it approved by the Field Placement Coordinator. A sample contract will be made available to students, upon request, by the Field Placement Coordinator.

The internship must meet the standards set by the Council of Directors of School Psychology Programs, the National Association of School Psychologists, the National Register of Health Service Providers in Psychology, the American Psychological Association, and the New York State Psychology Licensing Board. To do so, the following internship standards are set using the strongest standard from the internship requirements of the above five groups. Internships must meet at the minimum the NASP requirement of a minimum 600 hours of supervised internship or equivalent experience in a school setting where they experienced the full range of school psychological services. While the Field Placement Coordinator will monitor updates to the abovementioned standards, it is ultimately the student's responsibility to familiarize him or herself with these standards and ascertain whether a preferred site appears to meet those standards prior to submitting the 5<sup>th</sup> year application for review.

\* To qualify for applying for an internship, students must have successfully proposed their doctoral dissertation by December 1<sup>st</sup> of the year *prior* to going on their internship application process. That is, they will need to successfully propose their dissertation by this date to go on internship the following year.

**Sequence.** Internships are intensive, culminating, practical experiences related to the program training. Therefore, internships will occur after the completion of all practica and externships (third and fourth year field placements), and all relevant course work. Students cannot register for any other course work except PSY 950 Doctoral Research, while they are enrolled in the internship.

**Length.** The internship will consist of at least 1500 hours of a full-time experience for an academic or calendar year, or a half time experience for two years. Internship hours must be completed in no less than 9 months during which an intern cannot exceed 45 hours per week as part of the NYS licensure requirement (See Table 1). When schools are closed for holidays or breaks, students may assign up to 7 hours of work completed for each of these days on their internship logs. Students must assign these hours to log categories that are not dependent upon face-to-face contact with students, teachers, or parents. Report writing and other administrative work that is permitted and/or approved by the student's primary supervisor meet this requirement.

**Supervisor.** A staff member of the agency or district is identified as holding the ultimate clinical responsibility for all the interns' cases that are supervised. All supervisors must hold a license as psychologists by the New York State Board of Examiners. It is preferable that they hold a certification in school psychology and have been in practice for at least 3 years. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will



know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting.

**Site Staff Requirements.** A licensed psychologist is responsible for the integrity of the internship program and each supervisor is responsible for no more than two interns. The internship site staff should be large enough that the loss of one staff member will not jeopardize the training program.

**Supervision Requirements.** At least two hours of direct supervision will occur, one hour of which will be provided by the student's designated supervisor.

**Scope of Activities.** At least 450 hours or about 30% of the intern's time will be in direct service activities. These activities will include all aspects of psychological assessment, consultation, therapy, counseling, research, program development, and program evaluation. The intern will have the responsibility of carrying out professional activities under supervision. Per CDSPP guidelines, an average of two (2) hours per week of didactics must be accrued. If a student's placement site cannot provide didactic opportunities, the site must allow for necessary release time and/or sign off on off-site opportunities so that the intern can secure required didactic experiences.

**Contract.** The student will write a description of the internship. The contract will include the goals, content, expectations, quantity and quality of experiences, salary, benefits, and reimbursement for expenses. To satisfy the internship requirements, students must work five full days per week, per semester. However, a traditional academic year usually consists of about 181 days or 1800 clock hours.

**Logs.** Students must complete an internship activity log. This is necessary to ensure that the student receives full credit toward the 1500 clock hour requirement. Currently, students register for and use Time2Track, a web-based activity tracking system. A registration and/or renewal code will be distributed to students by the Program Administrative assistant. Signatures from both the supervisor and the student must be obtained with each monthly record entry. It is the student's responsibility to keep this log and to have it signed by the supervisor for verification. Failure to keep the log may result in the student not receiving credit for his or her time. Additional time spent after school hours, including such activities as report writing, may also count toward the internship hours. The activity log (monthly and yearly summary) must be turned in to the Program Administrative assistant on a monthly basis and at the completion of the internship. The Field Placement Coordinator will periodically review internship logs for accuracy. Students may not log more than 45 hours per week during weeks that the placement is in session for five days. Students may assign up to 7 hours for work completed on each day that a placement is closed due to a holiday or break. Completion of professional responsibilities while on placement and ratings by placement supervisor will be utilized in determination of course grade. At the conclusion of the year, students' complete evaluations of their internship sites and supervisors.

Once a student has accepted an internship position either verbally or in writing, the student may no longer apply or interview for any other internship opportunities. Initiation or resignation of any internship without the approval of the Field Placement Coordinator and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program.

A decision to leave an internship placement is left to the Field Placement Coordinator in consultation with the Program Director and/or Department Chair. Such a decision can be made only if an alternate placement will educationally benefit the student. Wherever possible, the effective date of any change of placement will be scheduled to allow for the completion of any outstanding activities/responsibilities as well as appropriate termination/transfer of any existing client caseloads.

**Please note that the licensure requirements in New York State specify that 3500 supervised hours must be completed. Of those 3500 hours, 1750 MAY be accrued during the pre-doctoral internship. If a student satisfies the 1500- hour requirement set by the program, 2000 supervised hours must be accrued at the post-doctoral level. It is the student's responsibility to know the licensure requirements in the state in which he/she wishes to be licensed. See the below websites for information on certification and licensure.**

[http://www.nasponline.org/certification/state\\_info\\_list.aspx](http://www.nasponline.org/certification/state_info_list.aspx)

Licensing Information for the US States and Canadian Provinces.

<http://www.kspope.com/licensing/index.php>

Association of State and Provincial Psychology Boards.

<http://www.asppb.org/>

Information form ASPPB for Applicants to take the Examination for the Professional Practice of Psychology (EPPP).

<http://www.asppb.net/i4a/pages/index.cfm?pageid=3343>

Table 1

| Year in Program | Days  | Course Parallel | Clock Hours Handbook | Supervision | Requirements                                |
|-----------------|---|-----------------|----------------------|-------------|---|
| PsyD III        | 3 Full Days<br>(one school year)            | 752<br>753      | 750 <sup>a</sup>     | 2 hours     |   |
| PsyD IV         | 3 Full Days<br>(2 semesters)                | 754<br>755      | 750 <sup>a</sup>     | 2 hours     | Successful Completion of Comprehensive Exam |
| PsyD V          | 5 Full Days<br>(may begin in July or Sept.) | 905<br>906      | 1500                 | 2 hours     | Course Work Completed<br>Proposal Defended  |

<sup>a</sup> PsyD 3<sup>rd</sup> and 4<sup>th</sup> year placements must both total 1,500 clock hours

## **M. EXTERNSHIP PLACEMENT FOR ADVANCED STANDING STUDENTS**

Students entering the Advanced Standing program are required to complete two field placements, which are a part-time externship placement in their first year and a full-time internship during their final year. The part-time externship placement follows the same guidelines as the Psy.D. Fourth Year Externship Placement and is often referred to as such. Advanced Standing students are not required to complete a school-based field placement, as it is assumed that a school-based field placement was completed as part of the Master's Degree leading to certification. Advanced Standing students are often employed as full-time School Psychologists in a local school district while completing the program. If this is the case, a student may use his or her job to fulfill the externship requirements if the supervision requirements can be met within the school or district and if the responsibilities of the student meet the goals and objectives for the externship experience (see below).

Students complete this field placement experience while concurrently enrolled in PSY 754 and 755. To satisfy the requirements, students must accrue at least 750 clock hours that will take place at minimum over the course of an academic year. Some agencies may require individuals to sign a 12-month contract. This field placement helps students receive experience with children, adolescents, families, or adults with behavioral, emotional, learning, or other handicapping conditions. Students are placed in a school or agency that services these clients. This can include a BOCES special education program, an agency providing day treatment or residential treatment serving children or adolescents, an inpatient hospital, a mental health clinic, or a school for children with physical disabilities. The placement can also include working closely with a school district Committee on Special Education in the evaluation, placement, planning, and monitoring of services for children with a wide range of disabilities.

No later than the beginning of the internship/externship year, the student will provide his or her primary field placement supervisor a contract (Appendix D) and planning form (Appendix G). The supervisor and the student meet to outline the tasks and experiences that the student will participate in during the year. The supervisor must indicate (on the planning form) that students will participate in appropriate amounts of consultation, counseling and assessment, and will receive a minimum of two hours of direct supervision per week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. Both the supervisor and student will sign a contract outlining their responsibilities. The contract outlines the supervisor's responsibilities to the student. At the end of the fall and spring semesters, the supervisors evaluate the student. At the conclusion of the year, the student completes evaluations of their externship sites and supervisors. These forms can be obtained from the Program Administrative assistant. Completion of professional responsibilities while on placement and ratings by placement supervisor will be utilized in determination of course grade.

Once a student has accepted an internship/externship position verbally or in writing, the student may no longer apply or interview for any other internship opportunities. Initiation or resignation of any externship without the approval of the Field Placement Coordinator and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program.

A decision to leave an internship/externship placement is left to the Field Placement Coordinator in consultation with the Program Director. Such a decision can be made only if an alternate placement will educationally benefit the student. Students cannot contact an alternate placement or discuss leaving their current placement without first getting the approval of the Field Placement Coordinator and/or the Program Director.

Students should not accept more than one placement. St. John's University School Psychology Program is a member of the New York/New Jersey Consortium of Training Programs. Students considering a site which participates in the consortium must abide by the policies and procedures set forth by the consortium. These rules and procedures will be distributed annually by the Field Placement Coordinator. **Please note that while all sites in the consortium meet minimum criteria set forth by PSYDNYS-NYNJADOT, the final approval of a site in regard to its adherence to program guidelines, rests with the Field Placement Coordinator and/or the Program Director.**

During the fourth-year field placement, students will increase their knowledge and develop skills in the following areas:

- 1) Students will become knowledgeable about the organization, administration, policies and politics of special facilities
- 2) Students will gain experience in all types of psychological assessment with varied populations.
- 3) Students will gain experience consulting with other professionals to provide effective intervention to facilitate behavioral and/or educational change.
- 4) Students will gain experience in evaluating the behavioral, emotional, and/or educational progress of clients and revising the treatment plan based on the data.
- 5) Students will gain experience communicating the client's treatment plan and progress with the appropriate organization (e.g., Committee on Special Education in the child's home district).
- 6) Students will gain experience in individual and group therapy with clients.
- 7) Students will gain experience consulting with parents of children or working with families or partners of clients.
- 8) Students will gain experience using Systemic and Family interventions to improve the ability to support the client's progress.
- 9) Students will gain experience evaluating the client's potential to return to the least restrictive environment where possible (e.g., home district).
- 10) Students will gain experience consulting with clients about vocational alternatives.
- 11) Students will learn to demonstrate accountability for their activities as practicing School Psychologists.
- 12) Students will learn to evaluate their personal behavior and professional skills and learn to set goals for self-improvement.

## **N. ADVANCED STANDING STUDENTS DOCTORAL INTERNSHIP FOR LICENSING**

Advanced Standing students will complete a full-time internship as the capstone experience of the program, necessary for licensing in the state of New York. The trainee has a title such as "intern," "resident," or other designation of trainee status.

### **1. Prerequisites**

Students must complete all courses, including three credits of PSY 950; pass the Comprehensive Examination; and be in good academic standing before they can start their internship. Students must also have their dissertation proposal defended and the necessary forms signed and turned in before they will be allowed to initiate internship hours.

### **2. APA Approved Internships**

Students may apply to an APA-approved (APPIC) internship in school psychology. However, very few APPIC internships meet the requirements of both NASP and the Council of Directors of School

Psychology Programs (CDSPP), and most of these are located out-of-state. Students may apply to APPIC internships in clinical psychology to meet this requirement. However, only clinical internships that focus primarily on providing psychological services to children, adolescents and their families will be acceptable. Also, students who choose an APA clinical internship must have had both their third and fourth year field placements in an educational setting, that meet the NASP internship requirement (minimum 600 hours of supervised internship or equivalent experience in a school setting) where they experienced the full range of school psychological services. Students should consult both the Association of Psychology Postdoctoral and Internship Centers (APPIC) website at <http://www.appic.org> and The National Match Service Psychology Internship web site at <http://www.natmatch.com/psychint/index.html> for more information. If a student ranks an internship program through the APPIC system and matches with a site, the student must go on the internship and will not consider other offers or opportunities. Failure to comply with match procedures may result in the student being terminated from the program.

**To apply for an APPIC internship, students must have successfully proposed their doctoral dissertation by Oct 1<sup>st</sup> of the year that they plan on submitting their APPIC application.**

### **3. Non-APA Approved Internships**

Students who do not complete an APA approved internship must complete the application form in Appendix H and submit it to the Field Placement Coordinator for disposition by the date specified by the program. If students do not have an internship by August 1<sup>st</sup>, they will be assigned one by the field placement coordinator. The field placement coordinator will advise and help students obtain internships. However, neither the faculty, Program Director, Department Chair, Dean, nor the university assumes the responsibility to obtain the internship for the student.

When completing the application form for the fifth-year internship, the student should indicate that the placement meets all the requirements listed below. In addition, the students should indicate how the proposed internship experience provides for a different set of experiences than they had received in their third and fourth year field placements. Students must identify the goals of their internship and specify the clinical competencies that they will acquire or improve upon and specify how they will assess the achievement of their goals. This fifth-year internship proposal will form the basis for the contract between the student and the internship site. The student will type this contract and have it approved by the Field Placement Coordinator.

The internship must meet the standards set by the Council of Directors of School Psychology Programs, the National Association of School Psychologists, the National Register of Health Service Providers in Psychology, the American Psychological Association, and the New York State Psychology Licensing Board. To do so, the following internship standards are set using the strongest standard from the internship requirements of the above five groups. Internships must meet at the minimum the NASP requirement of a minimum 600 hours of supervised internship or equivalent experience in a school setting where they experienced the full range of school psychological services. While the Field Placement Coordinator will monitor updates to the abovementioned standards, it is ultimately the student's responsibility to familiarize him or herself with these standards and ascertain whether a preferred site appears to meet those standards prior to submitting the 5<sup>th</sup> year application for review.

**Sequence.** Internships are intensive, culminating, practical experiences related to the program training. Therefore, internships will occur after the completion of all practica and externships (third and fourth year field placements), and all relevant course work. Students cannot register for any other course work except PSY 950 Doctoral Research, while they are enrolled in the internship.

**Length.** The internship will consist of at least 1500 hours of a full-time experience for an academic or calendar year, or a half time experience for two years. Internship hours must be completed in no less than 9 months during which an intern cannot exceed 45 hours per week as part of the NYS licensure requirement. When schools are closed for holidays or breaks, students may assign up to 7 hours of work completed for each of these days on their internship logs. Students must assign these hours to log categories that are not dependent upon face-to-face contact with students, teachers, or parents. Report writing and prep work meet this requirement. Students wishing to graduate in May must have completed all 1500 hours by May 1<sup>st</sup>.

**Supervisor.** A staff member of the agency or district is identified as holding the ultimate clinical responsibility for all the interns' cases that are supervised. All supervisors must hold a license as psychologists by the New York State Board of Examiners. It is preferable that they hold a certification in school psychology. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting.

**Site Staff Requirements.** A licensed psychologist is responsible for the integrity of the internship program and each supervisor is responsible for no more than two interns. The internship site staff should be large enough that the loss of one staff member will not jeopardize the training program.

**Supervision Requirements.** At least two hours of direct supervision will occur, one hour of which will be provided by the student's designated mentor.

**Scope of Activities.** At least 450 hours or about 30% of the intern's time will be in direct service activities. These activities will include all aspects of psychological assessment, consultation, therapy, counseling, research, program development, and program evaluation. The intern will have the responsibility of carrying out professional activities under supervision. Per CDSPP guidelines, an average of two (2) hours per week of didactics must be accrued. If a student's placement site cannot provide didactic opportunities, the site must allow for necessary release time and/or sign off on off-site opportunities so that the intern can secure required didactic experiences.

**Contract.** The student will write a description of the internship. The contract will include the goals, content, expectations, quantity and quality of experiences, salary, benefits, and reimbursement for expenses. To satisfy the internship requirements, students must work five full days per week, per semester. However, a traditional academic year usually consists of about 181 days or 1500 clock hours.

Students must complete an internship activity log. This is necessary to ensure that the student receives full credit toward the 1500 clock hour requirement. Students are to use Time2Track, a web-based tracking system. Signatures from both the supervisor and the student must be obtained with each monthly record entry. The monthly reports can be generated using Time2Track. It is the student's responsibility to keep this log and to have it signed by the supervisor for verification. Failure to keep the log may result in the student not receiving credit for his or her time. Additional time spent after school hours, including such activities as report writing, may also count toward the internship hours. The activity log (monthly and yearly summary) must be turned in to the Program Administrative assistant on a monthly basis and at the completion of the internship. The Field Placement Coordinator will review internship logs for accuracy. Students may not log more than 45 hours per week during weeks that the placement is in session for five days. Students may count 7 hours for each day that a placement is closed due to a holiday or break.

Completion of professional responsibilities while on placement and ratings by placement supervisor will be utilized in determination of course grade. At the conclusion of the year, the student completes evaluations of their internship sites and supervisors.

Once a student has accepted an internship position either verbally or in writing, the student may no longer apply or interview for any other internship opportunities. Initiation or resignation of any internship without the approval of the Field Placement Coordinator and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program.

A decision to leave an internship placement is left to the Field Placement Coordinator in consultation with the Program Director and/or Department Chair. Such a decision can be made only if an alternate placement will educationally benefit the student. Wherever possible, the effective date of any change of placement will be scheduled to allow for the completion of any outstanding activities/responsibilities as well as appropriate termination/transfer of any existing client caseloads.

**Please note that the licensure requirements in New York State specify that 3500 supervised hours must be completed. Of those 3500 hours, 1750 MAY be accrued during the pre-doctoral internship. If a student satisfies the 1500-hour requirement set by the program, 2000 supervised hours must be accrued at the post-doctoral level. It is the student's responsibility to know the licensure requirements in the state in which he/she wishes to be licensed. See the below websites for information on certification and licensure.**

[http://www.nasponline.org/certification/state\\_info\\_list.aspx](http://www.nasponline.org/certification/state_info_list.aspx)

Licensing Information for the US States and Canadian Provinces.

<http://www.kspope.com/licensing/index.php>

Association of State and Provincial Psychology Boards.

<http://www.asppb.org/>

Information form ASPPB for Applicants to take the Examination for the Professional Practice of Psychology (EPPP).

<http://www.asppb.net/i4a/pages/index.cfm?pageid=3343>

## **O. ANNUAL FEEDBACK**

Each year, the core School Psychology faculty meets to evaluate each student's progress in the program. This is an opportunity to review the students' academic standing, discuss their strengths and areas in which improvement may be required, review their evaluations from practica and externship/internship supervisors, and discuss their overall progress in the program. Students are evaluated by all core faculty members according to the template provided in Appendix N. After the reviews have been completed, the students receive written feedback stating whether their progress in the program is Problematic, Satisfactory or Exemplary. If a student is rated as "problematic" by any faculty member, a meeting will be requested with the student and the respective faculty member and/or the Program Director.

## **P. PRAXIS: SCHOOL PSYCHOLOGIST EXAMINATION**

The Praxis: School Psychologist test (5402) is designed for masters and specialist degree level candidates wishing to serve as school psychologists in educational settings.

The Praxis is a 2-hour-and-20-minute test that contains 140 selected-response items covering four main content areas of the NASP Practice Model:

- Professional Practices, Practices that Permeate All Aspects of Service and Delivery (approximately 42 items)
- Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) (approximately 32 items)
- System-Level Services (approximately 22 items)
- Foundations of School Psychological Service Delivery (approximately 44 items)

Each exam will contain pretest items that do not contribute to the candidate's score.

As recommended by the standard setting panel, the passing score set by NASP for the Praxis is 147 (on a 100-200 reporting scale).

Successful completion of the Comprehensive Examination for the School Psychology program requires that students pass the Praxis exam as well as the other case study portion of the exam described in Section Q. While the Graduate Division of St. John's College only allows two opportunities to pass the case study portion of the competency examination, there are no limits to how many times the student may take the Praxis examination. However, students will not be able to have a degree granted until successful completion of this requirement. Students are permitted to take the Praxis any time after their 1<sup>st</sup> year in the program. For conferral of the MS degree the student must pass the Praxis by March (TBA) of their 3<sup>rd</sup> year in the program. If the student does not pass this examination while on third year externship, they will not be permitted to start fourth year externship until they pass the exam.

**Reporting of results.** It is the student's responsibility to ensure that the school psychology program receives an official complete results report of the Praxis examination. These results will be required for each Praxis attempt.

Attending Institution Code: **A2845** St Johns U NY

Designated Score Recipient Code: **RA2799** U NY Marillac

NASP National Code: **R1549** NASP Natl Assoc Sch Psychologists

## **Q. 3<sup>RD</sup> YEAR COMPREHENSIVE EXAMINATION**

Both MS and PsyD students are required to take and pass a comprehensive examination, as required by the New York State Education Department. The comprehensive examination has two parts. The Graduate Education Policy Committee of the Psychology Department and the Graduate Division of St. John's College of Arts & Sciences set the policy for this exam. The first part is the *Praxis* School Psychologist Examination. The second part involves three cases study reports, one each in psychological assessment, consultation, and psychological intervention that should represent the students' integration of coursework, knowledge and programmatic training and be reflective of student competency in each of these areas.



Upon passing the examination, the University will confer the Master's degree at the next graduation.

Only after the MS degree conferral will the student will be eligible to apply for certification as a School Psychologist via the New York State Education Department (and other states). Students who fail the comprehensive exam will not receive the M.S. degree and will not be permitted to enroll in fourth year practicum and field placement courses but will be allowed to otherwise continue with course work. Students who fail the comprehensive exam must retake the exam a second time (see Section Q2 below, for more details).

### **1. Eligibility**

Students must have completed a minimum of 60 credits by the end of the semester before their comprehensive examination and be registered to have at least 66 credits by the end of the spring of their third full year in the program. Students must be in good academic standing to take the exam (GPA of at least 3.0), must not have any incompletes on their transcript, and must have retaken any necessary coursework that they did not successfully pass. Taking the comprehensive exam, and not having fulfilled these requirements will invalidate the results of the examination. ***It is solely the students' responsibility to ensure they have fulfilled all program requirements prior to taking the comprehensive examination.***

### **2. Qualifying to Take the Examination**

The Program Director will review each 3<sup>rd</sup> year student's record during the Fall semester preceding the comp examination. If the student meets all criteria to be eligible to take the Comprehensive Examination, the student will then be registered for the zero-credit, PSY 105 Comprehensive Exam course that will list the Program Director as the course instructor. It is important to note, that students with any Incomplete Grade or unfulfilled program requirement (i.e., not having passed a course) on their academic records will not be permitted to register for the comprehensive exam. If somehow the Program Director and/or the Dean fail to detect an incomplete grade, or unfulfilled program requirement and the student proceeds and takes the comprehensive exam, their results will be invalidated. ***It is solely the students' responsibility to ensure they have fulfilled all program requirements prior to taking the comprehensive examination.***

### **3. Completing the Examination**

- I. **Praxis.** Students will register for the Praxis School Psychologist (5402) Examination and have the results sent to the Program to complete the first part of the examination. Students should go to the Website for the examination and study all the details concerning its administration at:  
<http://www.ets.org>.
- II. **Case-Study Comprehensive Examination.** Students will independently complete the case study portion of the examination. Each student will complete a competency report in each of the following areas:
  1. Assessment
  2. Intervention
  3. Consultation
  - ***Students are not permitted to receive feedback from faculty or use any of the three cases that will be submitted for the examination for any course assignment. Failure to comply with this requirement will result in failure of the comprehensive examination.***
  - ***Students will e-mail the three completed case study reports along with a signed Masters Comprehensive Examination Attestation Letter to the Program Administrative Assistant (on the date indicated each year).***

- Each competency case study report should be no more than ten double-spaced pages using 10-12 point font size. They must have 1-inch margins on all sides; and must be in either Times New Roman or Ariel font.
- The student's name must appear *only on the cover page*. All pages must be numbered and have the title of competency area on each page, and the cover page should include only the title of the competency area (i.e., Assessment, Intervention, or Consultation) and the student's name.
- The cover page, references, and appendices do not count towards the total 10 pages.
- No material or wording should be used that could identify the student author of the examination except the appearance of the student's name on the cover page as mentioned above.
- The Assessment case study requires an appendix of the actual report on which the case was based. Charts and graphs are the only material that will be accepted as appendices for all three sections, and appendices do not count towards the final page count. Please make sure that all identifying information, including district information is removed from appendixes.

#### **4. Grading the Comprehensive Examination**

The Program Director will select faculty members to score sections of the exam based on their possessing expertise in the respective area as well as familiarity with the training experiences that the students have received.

The Program administrative assistant will code each case study so that faculty are not aware of whose case is being evaluated. The exam will be scored using the School Psychology Department's Comprehensive Examination Scoring Rubric (see Appendix P). Each faculty examiner will report the results of the examination to the Program Administrative Assistant who will communicate the examination results to the Program Director. The Program Director will then input either a Pass or Fail grade to each student's PSY 105 course. If a student fails any part of the Comps (e.g., just 1 section, or if the PRAXIS results have not been received), he/she will receive a Failing grade until it is re-taken and passed.

Faculty members will grade the exam based on the enclosed rubrics, each of which requires **80% correct to pass**. Any section that receives a failing grade (less than 80) will then be re-graded by a second, different faculty member. If the two faculty members grading an exam disagree, a third reader will be sought.

#### **5. Instructions for the Comprehensive Examination**

##### **Assessment Section**

Please see Appendixes Q and R.

##### **Consultation Section**

Select an actual consultation case that you have worked on during your internship experience. The case can be any type of consultation including, but not limited to: behavioral, instructional, parent, mental health, system-wide, or consultation to determine program development, continuation, or evaluation. In your writing, you are encouraged to be consistent with how you were trained in the program. That is, as school psychology is a science, you must use data to guide your decision-making process. Data must be

used to identify and analyze the problem, and to develop an intervention plan and evaluate its effectiveness. All data and the methods used for data collection should be incorporated into the conceptualization of this case, and if applicable attached as appendixes (charts and graphs only). Describe and discuss each of the following issues in your paper:

1. Who made the referral for the consultation and what question or concern did they want addressed through the consultation?
2. What information did you collect before starting the consultation? Describe what you assessed and how you assessed it. How did you make use of this data to guide the consultation process?
3. What did you do to establish rapport with the consultee and to ensure that the consultative relationship was collaborative? How often did you meet with the consultee and how did you determine how often to meet?
4. Describe how you identified and analyzed the problem and explain the procedures that you used.
5. Describe the plan development. Was the plan developed collaboratively?
6. Describe the plan/intervention in detail. How did you determine what intervention to use to address the “problem”? Please include relevant references that you used to select the appropriate intervention for this case (empirical support). Was there training required to implement the plan, who had to be trained? Did materials have to be purchased? Were any staff members re-assigned to help implement the plan? In the event that you did not make the decisions because someone else did, describe their rationale and whether you agreed with their decision. If you disagreed with their decision, describe what you would have done differently.
7. Describe in detail how the intervention’s effectiveness was evaluated. Briefly describe the effectiveness of the plan. Include data to support your conclusions.
8. What the intervention plan implemented with integrity? How did you assess this?
9. Did the consultee feel that the intervention plan was acceptable? How did you assess this? If not, what could have been done differently to make it more acceptable?
10. Discuss any special issues that you perceive may have played a role in the process and outcome of collaboration. This may include, but is not limited to, working with individuals of diverse characteristics, system-wide strengths or barriers to consultation, school policy or legal mandates, family involvement in the child’s education, or your knowledge and training in the area in which consultation was sought.
11. Please report if you made use of any information technology methodologies relevant to this case. That is, did you access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
12. Report the outcome of the consultation. That is, both qualitatively, did it appear to be successful as a consequence of the consultation and quantitatively, do that data support or refute the success of the intervention?
13. What did you learn from this experience? How can you modify what was done so that consultation can be more effective in the future?

### **Psychological Intervention Section**

Select an actual psychological intervention that you have handled during your third-year field placement. It can be any type of intervention including, but not limited to, any of the following: individual counseling/therapy, group counseling or therapy, parent counseling/therapy, a mental health program, or a prevention program. Students are required to identify clear goals that can lead to outcomes assessment measures that will be collected throughout the course of the psychological interventions. Students must address how they use this data to evaluate the course of treatment and how they decide to continue with or redesign the interventions based on the progress.

Describe and discuss each of the following issues in your paper.

1. Who made the referral for the psychological intervention and what problem or problems did the referring agent want addressed by the intervention? For an intervention or prevention program, who made the request for the program and what did they wish the program to accomplish?
2. What information did you collect before starting the intervention? Describe what you assessed, who provided the information, and how you assessed it. Describe how you used this information from the assessment to assist you in making decisions about service delivery.
3. How did you determine which psychological interventions to use? What variables did you consider in making your clinical decision? If you did not decide which interventions or information to use because someone else made that decision (a supervisor or other team member), describe their rationale and whether you agreed with their decision or what you would have done differently if you disagreed. Describe the process of planning for goal setting along with the decision-making processes involved. Describe the methodologies put in place and provide references where appropriate that empirically support the decisions that were made.
4. Discuss whether you developed a good alliance with the involved parties and if not, why not. Discuss any special issues that you perceive may have played a role in the development of the alliance.
5. How often did you meet with the client, and how did you determine how many times to meet?
6. Please report if you made use of any information technology methodologies relevant to this case. That is, did you access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
7. Describe the outcome of the intervention and how you assessed the outcome. Discuss any special issues that you perceive may have played a role in the outcome of the intervention. This may include, but is not limited to, working with individuals of diverse characteristics, system-wide strengths or barriers to intervention, school policy or legal mandates, teacher or family involvement in the intervention, or your knowledge and training in the area in which the intervention was developed for.

## **6. Failure of the Comprehensive Exam**

If you are notified that you have failed a portion of the Comprehensive Examination, please follow these steps:

- a. Contact program administrative assistant and request the faculty members' evaluations of the case study portion(s) of the exam that you failed.
- b. Contact the faculty members who failed you and obtain specific and targeted feedback regarding why your case study received a failing grade. Usually the rubric and notes on the Comprehensive Examination reflect this sufficiently.
- c. Consider strategies to remediate your skill weaknesses and meet with the faculty evaluative team to discuss your plan. The plan may include, for example, a list of specific readings, auditing a course that was already taken, receiving supervision on a similar type of case at our Center for Psychological Services, and the like.
- d. Communicate with the program director as to the date on which you plan to submit your second case study and submit your remediation plan to the Program Director.
- e. Communicate with the program director whether you will be able to get a case from your current field placement or whether you need assistance in getting a case.
- f. When you submit your second case study in the area(s) in which you received a failing grade, your case study will be reviewed by members of the faculty who were not involved in the scoring of your first exam.

***Please recall that you are only given two opportunities to successfully pass this exam. If you do not pass the examination the second time, you will be dismissed from the program. It is strongly recommended that you do not rush through this process and make every effort to address all your areas of deficiency.***

## **R. PROFESSIONAL PRACTICE COMPETENCY EXAMINATION**

Students prepare a professional practice case study for this examination that is reflective of their school-based training and practice. The case study can be (1) an assessment case; (2) a consultation case with teachers, parents or administrators concerning a classroom, a school-wide, or a district-wide consultation; (3) an individual counseling, a group counseling, or a crisis intervention case; or (4) the development of a psychoeducational intervention program, a token economy, a crisis intervention program, an on-going support group, an in-service training program for school staff, or a special education or alternative education program.

Students will prepare a professional practice case study for this examination. The case must be based on school-based practice. While some students may have had limited exposure to school-based clients during their 4th year externship, the case presentation needs to focus on practices that would be expected of a school psychologist.

### **1. Exam Schedule**

Students must submit the written case study to the Program Administrative assistant at a date to be announced in the spring semester of their fourth full year in the program. The exam will take place in May following final exams. This exam is only offered once each year.

### **2. Grading of the Professional Practice Competency Examination**

Candidates defend their case studies orally before a team of three members of the core School Psychology faculty or other faculty members identified by the program. You will be informed of the members of your committee shortly after submitting your written examination.

***Candidates should make sure that (1) their work sample adequately reflects the information on which the faculty will rate them, and (2) that they are adequately prepared to discuss this information at the oral examination.*** Each oral defense will take forty-five minutes. Students will be given feedback from the evaluation committee after a short deliberation following completion of the presentation.

### **3. Failing the Professional Practice Competency Examination**

Students who fail the exam will be given one opportunity to retake and pass the exam. Students who fail the competency exam may still go on their fifth-year internship. Students have two opportunities to pass this examination. The second examination attempt will involve presentation of a new case, to a new committee, when the student is prepared to do so. Students who fail the exam a second time will be terminated from the program.

**4. Examples of case studies.** Case studies should reflect 1) a depth and breadth of knowledge from the full range of disciplines relevant to school psychology; 2) strategies for effectively diagnosing learning and emotional needs and facilitating growth and 3) the ability to engage in practical problem solving, applied research and expert consultation in a variety of settings.

Three types of case studies include:

- A. Those that deal primarily with assessment of individuals, such as early identification of learning and/ or behavior problems; assessment of social, cognitive, or emotional development; evaluation of cognitive strategies for learning school subjects; and development and implementation of proposals for assessing learning outcomes.
- B. Those that focus on direct intervention with individuals or groups, (e.g., developmental, psychodynamic, cognitive-behavioral, or other intervention used to facilitate social, cognitive, or emotional development); group process activities for promoting peer interactions; teacher collaboration to design applications for psychological assessment information in teaching basic school subjects; consultation with teachers to enhance their understanding of the needs of particular students; and parent consultation to support learning and positive behavior patterns.
- C. Those that involve activities such as school-based applied research, supervision, in-service training, administration and forensic work. Some examples include: recommending, planning, and implementing a special educational services program for teachers and other school personnel; supervision of school psychology practicum students or interns; coordination, administration and planning of a school psychological services delivery system; designing, implementing, and reporting a school-based applied research project; development of a new professional course in an education and training program; and providing psychological evaluations or expert testimony in administrative or judicial hearings involving school psychology practice issues.

**Written work sample.** The professional practice *case study report* should be no more than **10 double-spaced pages using 10-12 point font size**. It must have 1-inch margins on all sides and must be in either Times New Roman or Ariel font. Students may attach a written report as an appendix. The maximum length of the report is 10 pages and it must follow APA format. The cover page, references, and appendices do not count towards the total number of pages.

The written case study should include the following components: The presenting problem, the theoretical or clinical rationale for the professional activities performed, relevant case history, a brief review/understanding of the research supporting the professional activities undertaken, the assessment and intervention procedures used, the ethical, legal and professional issues involved in the professional activity, and references.

**Oral presentation.** The oral case presentation should include (but is not limited to) the following: a) identifying information and description of student, client or group population, or situation; b) dates and nature of contacts, etc. in carrying out the work; c) significant prior events which need to be known to understand the significance of the assessment, intervention, or other activity presented; d) goal(s) of the assessment, intervention, or other activity presented; e) description of and rationale for assessment, intervention, or other procedure(s) used, and for the evaluation of the effectiveness of the assessment, intervention or other activity; f) status of the situation at the time practice sample was prepared; g) assessment materials, profiles, etc., if used; h) the manner in which confidentiality was protected, and consent forms (if any) were used.

## **S. DOCTORAL DISSERTATION**

The Psy.D. program is not designed to train researchers. The goal of the program is to train psychologists who can deliver psychological services and review research to help guide their professional practice. The preamble to the 1989 New York State Doctoral Project indicates that a Psy.D. Program "includes training in research, but the research emphasis is on the evaluation of professional techniques and service

outcomes and other applied activities.” The doctoral dissertation in a Psy.D. program should reflect these goals. A wide range of acceptable standards for dissertations in Psy.D. programs is evident across the nation. While certain programs require only a literature review, others require dissertations indistinguishable from those required by Ph.D. programs. All Psy.D. programs in New York State require some data collection as part of the doctoral dissertation.

Please refer to the Graduate Division of St. John’s College of Liberal Arts and Sciences’ “School Forms” webpage for detailed information regarding timelines, formatting information and forms related to the dissertation:

<https://www.stjohns.edu/academics/schools/st-johns-college-liberal-arts-and-sciences/about/school-forms>

***Dissertation proposal page length:*** it is suggested to limit the proposal to 25 pages inclusive of references

Dissertations can take several different forms that include empirical research (development of a measure, correlational design, or treatment outcome), ethnographic research, clinical case study, program evaluation, or test review. All dissertations must include an abstract, a statement of the problem, and provide implications for the practice of school psychology. Descriptions of each type of dissertation are provided below:

**a. Empirical Research:** The empirical research dissertation for the Psy.D. in School Psychology should include the following sections:

- i. Title - The recommended length for the title of your dissertation is 10-12 words.
- ii. Abstract - The abstract provides a brief description of the study and results. It should be no longer than 350 words or 2450 characters, including the name of the dissertation and the candidate’s name.
- iii. Literature Review. This chapter should focus on the major research findings in the literature. The research review should include: a clear statement of the area to be discussed and its relevance to school psychology; a review of the major theories in the topic area; a review of the basic and applied empirical research in the topic area; a summary of the substantive conclusions; a statement about the quality of the research in the topic area; suggestions for further research.
- iv. Practice and Professional Implications. Practical implications and applications to professional practice that follow from the literature review should be discussed in this chapter. Students must demonstrate that they can use the latest developments in theory and research to inform practice.
- v. Research Questions and Hypotheses. This chapter should include the research questions and hypotheses. Students should include a rationale for their questions and hypotheses.
- vi. Method. This chapter should include a description of research, participants, measures, procedures, research design, and data analyses.
- vii. Results. This chapter should provide a complete description of the results of the study.
- viii. Discussion. The chapter should discuss the significance of the research findings within the context of current research.

ix. Implications of the Results for Practice. This chapter should focus specifically on how the findings of the research will inform practice. Chapter seven may not be very long but it demonstrates the candidate's ability to move between the world of research and practice. If there are negative or insignificant findings this section might just be a paragraph or two.

**b. Ethnographic Research:** involves studying different groups of people or cultures and investigates social organization, group interactions, and behaviors. Typically, this type of study involves learning about small groups of people in their own environment through naturalistic observation over a long period. The study is descriptive in nature and the researcher is required to interpret events and their significance. An advantage to this type of study is that the research question is not easily identified by participants. A clear objective is necessary for the researcher to effectively observe and interpret the environment and social organization. Other research techniques include focus groups and interviews.

**c. Clinical Case Study:** This type of dissertation is a case presentation of how interesting and challenging cases were assessed and conceptualized, and how treatment followed such conceptualization. A highly practical format should allow other school psychologists to replicate in their own practices.

Sections should include: Theoretical and research basis for treatment; Case study summary; Presenting Problem (academic or behavioral); History; Assessment (what tools you used; why?); Case Assessment (conceptualization of data); Course of treatment and assessment of progress; Complicating factors; Follow-up; Treatment implications of the case; Recommendations to school psychologists/clinicians; References

**d. Program Evaluation:** Seeks to evaluate effectiveness or viability of existing programs or policies. The ultimate goal is to determine whether the program/policy of interest is working as intended and meeting stated goals and objective. Data can be from a variety of sources, but should be "outcome-based" in order to gauge success or failure of program. Data may be survey, numerical or archival, and may include pre- and post- data as appropriate.

The format of dissertation includes an introduction, description and purpose of program/policy, goals and objectives of program/policy, rationale for evaluation of program, description of methods used to evaluate, description of results and findings, conclusions and recommendations. Overall, the dissertation should determine relative success or failure of the program/policy and provide specific recommendations for improvement or alternatives.

**e. Test Review:** By following the joint standards for test development as well as other existing and widely accepted criteria for evaluating tests, in this type of dissertation, one would critically review a new or recently revised instrument. Joint standards focus on forms of validity evidence that are expected to be provided in all test manuals. Quality of the evidence provided in the manual must be discussed.

Other criteria focus on psychometric characteristics, such as reliability, floors/ceilings, item gradients, standardization characteristics, and so forth.

The literature review should include an overview of the test, its history, how it is used; a summary of the literature available on the instrument; and a review the joint standards and present criteria that will be used to evaluate the instrument. The discussion should include information regarding whether the test is recommended to be used for its intended purpose.



## 1. Deadlines

- 1) By December 15<sup>th</sup> of the third year, students must submit a signed Dissertation Contract to the Program Director\* with the topic of his or her dissertation and the name of his or her mentor. The mentor must be a full-time faculty member. Students are not restricted to members of the school psychology faculty.
- 2) By December 15<sup>th</sup> of their third year, students must submit a signed Dissertation Planning Form to the Program Director\* with a timeline indicating the expected dates of completion of each aspect of their dissertation. Students will not be allowed to register for spring semester courses of their fourth full year of studies until the timeline is signed.
- 3) Prior to submitting a Dissertation Proposal, students must have completed the IRB Certification Exam, which can be found at the following link:  
<https://www.stjohns.edu/academics/research/grants-and-sponsored-research/human-participants-irb-animal-use-research>
- 4) Students must obtain a signed/approved Dissertation Proposal from their committee, Department Chair, and Dean, before they can begin the fifth-year internship. In order to begin their internship in July or September the Proposal must be completed by December 1st of their fourth full year of study. No work will be counted towards the internship requirement until the form is signed. The form is available in the Dean's office and on the department/program website.
- 5) Students must notify the Dean's office immediately upon approval of their proposal. Students must also submit a copy of their proposal approval to the Program Administrative assistant.
- 6) To be eligible to apply for an APPIC internship, students must have successfully proposed their doctoral dissertation by Oct 1<sup>st</sup> of the year *prior* to their APPIC internship application process.
- 7) A manuscript based upon the dissertation and properly prepared for submission to a refereed journal must be submitted to the mentor prior to the scheduling of the oral defense
- 8) It is the student's responsibility to be aware of the Dean's office date for oral defense and determine the date that readers copies must be submitted in the future for May, September, and January graduation dates.
- 9) Students must provide the Dean's Office at least two weeks' notice prior to scheduling their requested dissertation defense date.
- 10) Students must check the University Bulletin to determine the required deadline for their dissertation defense for graduate requirements.

The oral defense will be conducted according to procedures defined by the Graduate Council at this University for the Ph.D. and the D.A. (Doctor of Arts).

\* See <http://www.stjohns.edu/academics/graduate/liberalarts/forms.stj> for all Required Forms.

## 2. Internal Review Board (IRB)

All research projects involving the use of humans or animals as participants require special institutional review and approval. All of the necessary documents are available on the St. John's website:

<https://www.stjohns.edu/academics/research/grants-and-sponsored-research/human-participants-irb-animal-use-research>

In addition, *the school psychology program requires that all students obtain IRB Certification prior to conducting their dissertation research.*

*Please read the University's Graduate Bulletin detailing additional doctoral research requirements.*

## T. GRADUATION

Graduate degrees are conferred by the Board of Trustees three times a year on the Queens Campus in January, May, and September. There are no graduation ceremonies in January or September. Students are encouraged to check the University Bulletin to be aware of dates and deadlines for graduation ceremonies.

**Beginning during the 2020-2021 academic year, PsyD students will graduate in September following the completion of their general requirements and their doctoral internship during the summer of their graduation year.**

Students who graduate in September are eligible for the Commencement Ceremony that takes place in May following their degree conferral, however, students are permitted to participate ("walk") in the Commencement ceremony that precedes their degree conferral in May (while they are still on internship). However, only the names of those whose degrees have been conferred are listed in Commencement materials.

Example:

**May 2025:** Student is still on their Doctoral Internship and has completed all other program requirements; Student can elect to participate in the Commencement Ceremony and be hooded by their mentor, but, their name will not appear in any Commencement materials and they are ineligible to be the student speaker at Commencement.

**Summer 2025:** Student completes Doctoral Internship; Submits copies of hours accrued; Submits signed supervisor evaluations; Dissertation has been successfully defended.

**September 2025:** PsyD degree is conferred by the University; Graduate can begin accruing post-doc hours according to their respective State licensing board's procedures.

**May 2026:** Commencement Ceremony associated with September 2025 degree conferral (and January and May 2026 conferrals); Graduate's name will be included in the Commencement materials; Graduate is eligible to be the student speaker at Commencement.

**During their final semester in the program, students will receive a notification via e-mail from the Registrar's office to apply for their diploma via the UIS system.**

Please be aware that all States require post-doctoral experiences to obtain a psychology license. This experience starts to accumulate once you complete your degree. The New York State Psychology Licensing Board specifies that the university determines the date of completion of your degree.

St. John's University defines this date when a student has completed all of the following:

- 1) All coursework
- 2) Your internship
- 3) Join the alumni listserv
- 3) All changes to your dissertation recommended by your committee
- 4) Approval of all changes by your mentor or committee
- 5) The corrected dissertation has been given to the Associate Dean of the Graduate Division

Please note that students may only use the title "Doctor" before their name only after their degree has been conferred.

## **U. CERTIFICATION AND LICENSING**

### **1. SCHOOL PSYCHOLOGY CERTIFICATION**

The New York State Education Department's Office of Teacher Certification has registered and approved our School Psychology programs. Students who successfully complete the program are entitled to apply for certification in School Psychology.

*Instructions for how to apply for certification online can be found on the Psy.D. webpage under the "Information for Current Students" section.*

#### **PROVISIONAL CERTIFICATION:**

- Students need to apply for certification through the TEACH website:
  - Approved Training Program Pathway
  - Code for our Programs: 80299
- Students are responsible for making sure that documentation of the required workshops are sent to the State for:
  - Violence Prevention
  - Mandated Reporter
  - DASA
- Once your degree is conferred, the Program in coordination with the School of Education will submit the Institutional Recommendation on your behalf.

#### **PERMANENT CERTIFICATION:**

*This step is done independently and does not require the Program or University's assistance.*

- Apply via TEACH website:
  - Approved Training Program Pathway
  - Code for our Programs: 80299

### **2. NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST (NCSP)**

The NCSP application process is simple and only requires that the online application be completed along with the 2 forms (discussed below).

WHO can apply for the NCSP and WHEN?

MS Program students finishing their 3<sup>rd</sup> year, only after the Internship has been successfully completed AND the MS degree has been conferred as noted by degree date on the transcript.

PSYD Program students finishing their 5<sup>th</sup> year, only after the Internship has been successfully completed AND the PSYD degree has been conferred as noted by degree date on the transcript.

You have a total of 10 years from your degree conferral date to apply via the Approved-Program route.

How to apply:

Please familiarize yourself with the process, prior to applying:

<https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>

There are 2 forms:

- NCSP Verification of Program Form\*
  - Non-fillable PDFs will not be filled out.
  - If you meet the criteria listed above, send to the Program Director
- NCSP Internship Verification Form\*
  - Send to your SITE supervisor first to e-complete and sign
  - Send to the Program Director for final signature.

*\*Please send both forms to the Program Director simultaneously.*

### 3. PSYCHOLOGY LICENSE

The St. John's School Psychology, PsyD Program is registered with the New York State Education Department's Psychology Licensing Board.

Upon **conferral** of your Psy.D. degree, candidates can obtain information and applications from the New York State Education Department Office of the Professions website (see links below).

**Information about Licensure Requirements:** <http://www.op.nysed.gov/prof/psych/psychlic.htm>

**Application Forms:** <http://www.op.nysed.gov/prof/psych/psychforms.htm>

*Please read the instructions presented in the forms carefully.* This process is mostly independent of St. John's University except for the completion of Form 2 that is to be submitted to the Program Administrative Assistant (please see detailed instructions below).

**FORM 2 can only be submitted to the Program Administrative Assistant 's AFTER your degree has been conferred.**

Periodically check your transcript online via UIS. Once your transcript states that your PsyD has been conferred (usually mid-to -late September) then you can proceed with Form 2 submission. If you do not comply with this requirement and submit Form 2, your application for licensure will be rejected by the State.

#### **Form 2 Submission:**

Once your transcript states that your PsyD degree has been conferred, please call the Program Administrative Assistant:

- Notify the Program Administrative Assistant that your PsyD has been conferred and that you will be applying for licensure as a Psychologist in NYS and must submit the Certification of Professional Education (Form 2) along with an Official Transcript to the State.
- Request an official transcript and have it sent to the Program Administrative Assistant.
- Forward the completed Form 2 with your information filled into the Program Administrative Assistant.
- The Program Administrative Assistant will then complete the remainder of Form 2 and will forward it to the School of Education for further verification. Once processed, Form 2 will be sent back to the Registrar's Office for the University Seal and will be sent to the State on your behalf.

#### **4. FOREIGN STUDENTS**

Foreign students cannot apply for certification as a school psychologist in New York State (and many other states) unless (1) the student has a Green card at the time he or she applies for the provisional certification, and (2) he or she has become a citizen by the time he or she applies for permanent certification (a maximum of five years after obtaining the provisional certification). No citizenship requirements exist for the psychology license in New York State.

#### **5. CERTIFICATION AND LICENSURE IN OTHER STATES**

The School Psychology Programs at St. John's University are aligned with credentialing requirements set by New York State for the certification of School Psychologists and licensure of Psychologists, and the National Association of School Psychologists' Nationally Certified School Psychologist (NCSP) credential. Students are solely responsible to be aware of any other requirements that are necessary to be credentialed elsewhere.

#### **6. REQUIRED WORKSHOPS**

Three workshops are required by New York State for certification as a School Psychologist. These workshops are: Child Abuse & Maltreatment Identification, Reporting, & Intervention for Mandated Professionals, School Violence: Prevention and Intervention Strategies, and the Dignity for All Students Act (DASA). Workshops are free for students and are offered at varying times throughout the year. Students are responsible for providing copies of certificates of completion for these seminars to the department, and also retain copies for the NYS licensing board.

### **V. PROFESSIONAL ORGANIZATIONS**

#### **1. National Association of School Psychologists (NASP)**

The National Association of School Psychologists (NASP) was founded in 1969. It is a non-profit organization and the world's largest association of school psychologists. NASP represents over 20,000 school psychologists and related professionals who are dedicated to serving the education and mental health needs of children, adolescents, young adults, and families.

NASP holds two main objectives:

Promoting the rights, welfare, education, and mental health of children and youth.  
Advancing the profession of school psychology.

NASP accomplishes these objectives through education, service, research, and policy development. NASP has aided in setting professional and ethical standards and provides a nationally recognized certification system. The NASP standards that most directly guide this program's practice can be found in Appendix V. Policy makers and government officials at the state and national level highly value NASP's views.

Members will receive publications of the Communiqué eight times per year. The Communiqué is a newspaper covering the latest in events, innovative practices, legislative developments, parent/teacher handouts, book and test reviews, employment notices, and more. Members will also receive the quarterly *School Psychologist Review*, the world's second largest psychology journal. Discounts and additional benefits are available for NASP convention and meeting registrations, books, and certification fees. Please note that one must renew membership annually. A special student-discounted rate is available.

## **2. American Psychological Association (APA)**

The American Psychological Association is the national organization for psychologists. To become a member, one must possess a Ph.D., Psy.D., or Ed.D.. Student memberships are available. APA is divided into approximately 54 divisions that represent the different areas within the field of psychology. School psychology is Division 16. The APA also has a student organization that is not area specific.

## **3. Student Affiliates of School Psychology (SASP)**

The Student Affiliates of School Psychology (SASP) is a student run organization, which is comprised of graduate students from all levels of the School Psychology program at St. John's University. SASP serves as a general representative body for current graduate students and is a forum where issues related to practice and training in school psychology can be discussed. Membership is open to all School Psychology students, and participation is encouraged.

## **4. New York Associations of School Psychologists (NYASP)**

The New York Association of School Psychologists is an affiliate of the National Association of School Psychologists. It is the professional organization representing school psychologists in New York State.

NYASP has four main objectives:

1. To attend to the mental health needs of all youngsters;
2. To promote the welfare of all children;
3. To promote and further the interests and standards of school psychology; and
4. To inform the public about the services provided by school psychologists.

## **5. New York State Psychological Association (NYSPA)**

One potential organization that full-time graduate students may join to further their involvement while in the School Psychology program and upon graduating, is the New York State Psychological Association (NYSPA) - an affiliate of the American Psychological Association (APA).

NYSPA has three main objectives:

1. To protect the interests of the profession and the public;
2. To develop the profession and science of psychology and promote human welfare; and
3. To institute and uphold standards of competency, training, service, and ethics.

## **W. STUDENT REQUIREMENTS FOR THE APA ANNUAL REPORT**

In order for the Psy.D. School Psychology Program to maintain APA accreditation, the Program Director must submit an annual report with information about each student enrolled for the current academic year. To obtain this information, students are required to fill out a short survey online every year they are enrolled in the program, and for two years after graduation. Students will be provided with a link to the

survey in April, and are required to fill out the survey in order to receive a final grade in the following courses, register for certain classes, and graduate:

1<sup>st</sup> year: PSY 662

2<sup>nd</sup> year: PSY 716 and PSY 749

3<sup>rd</sup> year: PSY 753

4<sup>th</sup> year: PSY 755

5<sup>th</sup> year: in order to graduate

All but dissertation and students not on internship: in order to register for classes.