



**ST. JOHN'S
UNIVERSITY**

**ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES**

**Doctor of Psychology (Psy.D.)
Program in School Psychology
Student Handbook
2024-2025**

Department of Psychology

**ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES**

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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
Web: www.apa.org/ed/accreditation

The School Psychology PsyD is accredited/approved through 2029 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 PsyD in School Psychology program is headed by the Director (aka, Program Director), with guidance from the core program faculty and the Chairperson of the Department of Psychology, as well as support from administrative staff members and graduate assistants.

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 Program Director 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 currently led by Dr. Tara Rooney, 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. Felicia McNair serves as the Assistant Director and 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 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

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

Dr. Raymond DiGiuseppe, Professor, 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

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

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

Dr. Samuel O. Ortiz, Professor, 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, sotelodm@stjohns.edu

School neuropsychological assessment, dyslexia, non-discriminatory assessment

Dr. Mark Terjesen, Professor, 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

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

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 Masters 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 APA standards of Accreditation for Health Service Psychology (<https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf>) and the National Association of School Psychologists' (NASP, 2010) Practice Model (*Model for Comprehensive and Integrated School Psychological Services*) and 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 an understanding of the science and practice of supervision

Objective:

Understand the science and practice of supervision in clinical training

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 of Osteopathic Medicine designed the following oath. 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. Failure to meet requirements for removal of probation status may be used as grounds for dismissal from the Program.

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 at least the required grade), receiving an incomplete [INC] in a course, failure to take the final exam [ABF], not registering for a required course, etc.) completion of the program may be delayed as registration for any subsequent courses in the next semester sequence will be withheld until a satisfactory passing grade is assigned for the course.

Prior to each registration period, the Program Director and Program Administrative Assistant will send a registration information e-mail to the students with explicit instructions regarding registration including the courses that they must register for. If a student's is an Advanced Standing student, or if their program has deviated somehow from the proposed schedule of study, that student must contact their faculty advisor/dissertation mentor 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*. Students will need to complete a full-time enrollment form and email this to the Program Administrative Assistant prior to registration. A full-time enrollment form will also need to be completed for summer courses.

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. Advanced standing students are typically accepted by specific faculty members who will serve as their dissertation mentor and academic advisor. Given the unique training needs of Advanced Standing students, each student should meet/speak with their mentor/advisor upon enrolling in the program and develop an individualized course sequence given the program expectations. 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. This includes any student who may be in the process of resolving a course failure, resolving an incomplete, or satisfying an ABF grade. 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 (7) 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 syllabi or materials that class participation is part of the grade which may be affected by absences. 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

For students enrolled in the Psy.D. Program in School Psychology, the letter grading system is different than the typical A to F system which students have been accustomed to throughout their educational careers, including undergraduate studies. The Dean's Office of the St. John's College of Liberal Arts and

Studies is the authority under which the following letter grade system and associated quality points has been established. The Program faculty cannot assign any grade other than what is listed here:

Grade:	Quality Points:	
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	Pass
B-*	2.7	Fail
C*	2.0	
F*	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.

***Note: Psy.D. students must receive a “B” to receive academic credit toward the degree in all courses. A “B-” grade is lower than a “B” and does NOT meet this requirement. This means that any student who obtains a grade of B- or lower will need to repeat the course the following year (unless it is offered before then). In courses that represent a sequence students will not be allowed to enroll or take the next course in the sequence until the prior course has been completed successfully with a satisfactory grade. In addition, other course enrollments may also be affected and will be approved on a case-by-case basis by the Program Director.**

Courses that are part of a yearlong sequence or longer include: statistics Psy608/614, psychoeducational assessment Psy661/662, practicum experiences Psy761/762, intervention Psy763/764/765, 3rd year externship Psy752/753, 4th year externship Psy754/755, and 5th year internship Psy905/906. Some courses also carry pre-requisites, for example, students will not be permitted to enroll in Psy715 unless they have met the prerequisite which is a grade of “B” or better in Psy661/662. Similarly, students will not be permitted to enroll in the 3rd year internship courses (Psy752/753) if they have received an incomplete or have not received a grade of “B” or higher in the preceding practicum courses (Psy761/762). This applies to passing grades and completion of the 3rd year externship (Psy 752/753) to commence with the 4th year externship (Psy 754/755) as well as receiving a passing grade for Psy 754/755 in order to begin the 5th year doctoral internship (Psy 905/906).

Students are also required to maintain a 3.0 GPA for their graduate studies. A GPA that falls below this threshold will be noted by the Dean’s Office and a student will be placed on academic probation which may affect such things as course enrollments, financial aid, assistantships. However, a grade of “F” will result in: (1) immediate academic probation by the Dean’s Office; 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.

In some cases, and with some courses, it is possible that a different designation may be applied to courses taken that do not reflect an actual grade and which do not provide any quality points toward calculation of the GPA. These include:

INC Incomplete

ABF	Absent/Failure
WD	Withdrawal
P/F	Pass/Fail

1. INC: Incomplete

In cases where a student has participated throughout the semester but has perhaps failed to complete one or more assignments or exams necessary for final calculation of a grade, a professor, at their discretion, may assign a grade of INC to indicate “incomplete” and then arrange with the student to have them complete the remaining work prior to the beginning of the next semester.

Individual professors have the discretion to decide if a student can receive an incomplete grade. Students receiving an INC grade may be asked to submit the missing work to the Dean’s Office or to the professor directly, or both. The due date for removing incomplete grades appears in the Academic Calendar and has been established by the Office of the Graduate Dean as October 15th (for INC received in the previous Spring semester) and March 15th (for INC received in the previous Fall semester). However, registration and enrollment for the semester after which an INC was assigned, may be withheld for courses wherein the previous course serves as a prerequisite for the subsequent semester course sequence or is part of a yearlong course sequence. In such cases, until the INC grade has been removed, a student may not be permitted to take or attend certain courses while in the process of resolving and completing an incomplete grade requirements. If a student desires a longer extension period for completing the requirements, they must make a request in writing to the professor who assigned the INC, however, a professor has no obligation to extend the deadline and may deny any such request at their discretion for any reason. Approval for such requests must come first from the professor, to be followed by approval from the Department Chair, and then the Dean's Office. Failure to secure approval for extension to complete requirements for an INC grade means that the grade will become permanent, and the student must repeat the course if it is a required course for the degree in the program. If a student receives an incomplete in their final semester, they 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 (ABF) with different consequences and procedures for completion.

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 Department Chair, Program Director, and Dean's Office reserve the right to limit a student's program if he or she is on academic probation.

2. ABF: Absent/Failure

When a student attends a course throughout the entire semester and has completed all other requirements and assignments for the course and then, for whatever reason, does not take or complete the final examination, a grade of ABF may be assigned at the discretion of the professor.

In such cases, the professor may submit the make-up examination to the Dean's Office and the Dean’s Office will administer the examination, unless other arrangements are made between the student and the professor. When submitted to the Dean’s Office, a student 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 and the course will be failed and must be repeated in its entirety. The final examination must be completed,

and a grade must be assigned prior to receiving permission to enroll in the next course sequences and any grade of F will require the student to re-take the course. Furthermore, any grade of F in any course is sufficient grounds for the Program Faculty to consider dismissal of a student and termination from the program.

3. WD: Authorized Withdrawal

If a student withdraws from a course at any time before the date indicated in the Academic Calendar or with the explicit permission of the Dean's Office, they will receive a grade of WD (Withdrawal) which will appear on the academic transcript.

A course in which WD has been assigned effectively means that the course was never taken by the student and thus does not factor into calculation of the GPA or the student's academic standing. 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.

Note that a designation of WD is not the same as an unauthorized or unofficial withdrawal (UW). A course designated as UW means that a student did not drop the course prior to the indicated deadline in the academic calendar or had not received explicit permission from the Dean's Office to do so. 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 but also does not count as credit toward the degree as it is not a passing grade.

The UW is intended to provide faculty with an option to be used at their discretion that may differentiate reasons for assigning a letter grade vs. no grade. This helps 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. P/F: Pass/Fail

For some courses, or under unusual circumstances (e.g., the COVID-19 pandemic), faculty may assign a grade of P (pass) or F (fail) as a binary indicator of performance in a course. Most often, such courses may involve assessment of a level of competency or skill in which demonstration of the minimum level is sufficient to warrant a passing grade and where distinguishing performance relative to other students at the same level is unnecessary. Graduate students cannot opt or elect to take a course as "P/F."

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 (see the previous section). 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 and any grade of F will require the student to re-take the course. Furthermore, any grade of F in any course is sufficient grounds for the Program Faculty to consider dismissal of a student and termination from the program.

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" (NOTE: a "B-" grade is lower than 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 105 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.

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.

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

As long as you are officially enrolled in the PsyD program and are in good academic standing, basic liability for your professional work and training as a psychologist specifically and only for the purposes of completing your degree requirements, is covered by the University's general insurance policy. However, such coverage does not necessarily cover you from any liability that may be assigned to you personally and which may fall outside the scope of the coverage provided by the University. As such, and given the applied nature of the program, students are strongly encouraged to protect themselves against any such claims of personal liability that may arise in the form of a lawsuit. Student should take professional responsibility seriously and consider the purchase of professional liability insurance prior to beginning the Psy761/Psy762 assessment practicum and other such externship/internship training experiences. In this manner, you can protect yourself from malpractice claims and other forms of liability that may arise in the course of your training, and which may fall outside the protections afforded by the University's policy as not everything that you do is necessarily covered for you. Because you can be sued for myriad issues, many of which can be attributed to personal behavior apart from professional practice, professional liability is a necessity for school psychologists, not only upon graduation but also during training. Such policies need to be renewed each year and updated copies of the current liability insurance certificate should be given to the Program Administrative Assistant as soon as it is issued.

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 may request a copy of the University's insurance policy in addition to a copy of yours. 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 which will be provided to you as an ACORD certificate.

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 and violations of these standards and procedures may carry potential consequences that include potential dismissal from the Program and University.

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 (ODS).

Students diagnosed with physical and/or mental impairments may qualify as persons with disabilities when their conditions substantially limit them in one or more major life activities. It is the student's responsibility to provide acceptable documentation to the ODS as the Program does not handle any such information directly. When the ODS deems that a student is eligible for accommodations, St. John's University will provide them in consultation with their academic programs as necessary. Reasonable accommodations may include adjustments to policies, practices, or procedures that specifically facilitate equal access and opportunity for students with disabilities to the University's programs, activities, and 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.

However, accommodations in clinical and client-care training cannot be provided if doing so compromises or interferes with critical client-care activities such as, but not limited to, timely maintenance of case records, maintaining continuity of treatment or intervention, regular attendance in weekly intervention/treatment and supervisory sessions, direct delivery of necessary psychological services, and general professional behavior.

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.

More detailed information regarding the Office of Disability Services may be obtained from the St. John's website at the following link: <https://www.stjohns.edu/life-st-johns/health-and-wellness/disability-services>

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.

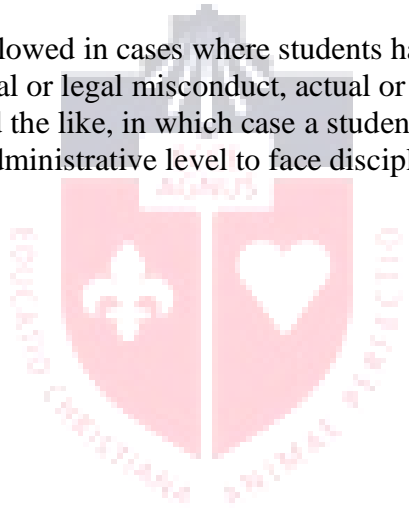
R. REMEDIATION POLICY: HANDLING & REMEDIATING STUDENT DIFFICULTIES

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.



ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

III. STRUCTURE OF THE SCHOOL PSYCHOLOGY PROGRAM

A. GENERAL PROGRAM

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) 661L: Psychoeducational Assessment Lab (0 Credits) 665: Introduction to School Psychology (3 credits) 666: Interviewing Skills (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) Semester Total: 12 credits	662: Psychoeducational Assessment II (3 credits) 662L: Psychoeducational Assessment II Lab (0 credits) 671: Child and Personality Assessment (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) 749: Behavior Therapy (3 credits) Semester Total: 12 credits	N/A Cumulative: 24 credits
2	608: Statistical Design and Research (3 credits) 608L: Statistical Design Lab (0 credits) 615: Research Methods (3 credits) 624: Developmental Psychology (3 credits) 715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits) OR 716: Consultation (3 credits) 761B: Psychological Assessment Practicum I (3 credits) Semester Total: 15 credits	614: Multivariate Analysis (3 credits) 614L: Multivariate Lab (0 credits) 627: Cultural Diversity (3 credits) 648: Physiological Psychology (3 credits) 715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits) OR 716: Consultation (3 credits) 762B: Psychological Assessment Practicum II (3 credits) Semester Total: 15 credits	763: School Psychology Intervention Practicum (3 credits) 850: Cognitive Psychotherapies (3 credits) Semester Total: 6 credits Cumulative: 60 credits
3	722: Social Basis of Behavior (3 credits) 752: Internship Seminar I (3 credits) 764: School Psychology Intervention Practicum II (3 credits) ELECTIVE (3 credits) Semester Total: 12 credits	105P: Comprehensive Examination (0 credits) 759: Psychometrics (3 credits) 753: Internship Seminar II (3 credits) 765: School Psychology Intervention Practicum III (3 credits) ELECTIVE (3 credits) Semester Total: 12 credits	N/A Cumulative: 84 credits
4	617: Cognitive and Affective Basis of Behavior (3 credits) 754: Internship Seminar III (3 credits) ELECTIVE (3 credits) Semester Total: 9 credits	105D: Comprehensive Examination (0 credits) 650: History and Systems (3 credits) 755: Internship Seminar IV (3 credits) 951: Doctoral Research (1 credit) ELECTIVE (3 credits) Semester Total: 10 credits	N/A Cumulative: 103 credits
5	905: Internship I (0 credits) 950: Doctoral Research (1 credit) Semester Total: 1 credit	906: Internship II (0 credits) 950: Doctoral Research (1 credit) Semester Total: 1 credit	N/A Cumulative: 105 Credits

B. BILINGUAL TRACK

The curriculum requirements for the bilingual track of the Psy.D. in 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.

In addition to providing experience in psychoeducational assessment in a clinic setting, and depending on the availability of cases, Practicum I & II (PSY 761B & 762B) seek to provide Bilingual Track students in their second-year practicum, experience in serving bilingual children and their families. These courses are the same ones taken by students in the General Track, however, they are staffed and taught by licensed school psychologists who also possess the Bilingual Education Assessment (BEA) certification from the State of New York and have the qualifications and competency to provide the necessary supervision for such cases involving culturally and linguistically diverse children and families.

Three specific courses (9 credits) are also required for students in the Bilingual Track including: "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). The latter course, Psy729, replaces one of the three electives within the PsyD program meaning that students in the Bilingual Track have only two electives to choose from. This is the only structural difference between the Bilingual and General Tracks and apart from registration in the "B" designated courses and availability of bilingually certified supervisors, the tracks and degree requirements are identical.

Certification as a Bilingual Psychologist. To obtain final certification as a bilingual school psychologist in NY State, a student must take and pass a language proficiency examination (PRAXIS-based and offered by ETS) as part of the requirements for the Bilingual Education Assessment (BEA). It is the student's responsibility to register for this exam on his/her own and information is available from NYS on how to do so. The BEA assesses knowledge and skills in the foundations of bilingual education, listening and reading comprehension, and written and oral expression, although school psychologists and others receiving the Pupil Personnel Services (PPS) credential do not have the "content" (teaching) portion

counted against them. 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.

Enrollment in the Bilingual Track. Unless already enrolled upon entry into the program, current students must obtain approval from the Program Director to switch to the bilingual track. This decision must be made prior to the beginning of the Spring semester of the first year in the program (during Fall of the 1st year). Enrollment in the bilingual track is not contingent upon taking or 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, nondiscriminatory training in their practice as school psychologists but may not officially refer to themselves as “bilingual school psychologists” within NYS.

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

YEAR	FALL	SPRING	SUMMER
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2	608: Statistical Design and Research (3 credits) 608L: Statistical Design Lab (0 credits) 615: Research Methods (3 credits) 624: Developmental Psychology (3 credits) 715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits) OR 716: Consultation (3 credits) 761B: Psychological Assessment Practicum I (3 credits) Semester Total: 15 credits	614: Multivariate Analysis (3 credits) 614L: Multivariate Lab (0 credits) 627: Cultural Diversity (3 credits) 648: Physiological Psychology (3 credits) 715: Assessment, Diagnosis & Remediation of Learning Disabilities (3 credits) OR 716: Consultation (3 credits) 762B: Psychological Assessment Practicum II (3 credits) Semester Total: 15 credits	763: School Psychology Intervention Practicum (3 credits) 850: Cognitive Psychotherapies (3 credits) Semester Total: 6 credits Cumulative: 60 credits
3	722: Social Basis of Behavior (3 credits) 729: Psycholinguistics (3 credits) 752: Internship Seminar I (3 credits) 764: School Psychology Intervention Practicum II (3 credits) Semester Total: 12 credits	105: Comprehensive Examination (0 credits) 759: Psychometrics (3 credits) 753: Internship Seminar II (3 credits) 765: School Psychology Intervention Practicum III (3 credits) ELECTIVE (3 credits) Semester Total: 12 credits	N/A Cumulative: 84 credits
4	617: Cognitive and Affective Basis of Behavior (3 credits)	105D: Comprehensive Examination (0 credits) 650: History and Systems (3 credits)	N/A

	754: Internship Seminar III (3 credits) ELECTIVE (3 credits)	755: Internship Seminar IV (3 credits) 951: Doctoral Research (1 credit) ELECTIVE (3 credits) Semester Total: 12 credits	Cumulative: 103 credits
	Semester Total: 9 credits		
5	905: Internship I (0 credits) 950: Doctoral Research (1 credit) Semester Total: 1 credit	906: Internship II (0 credits) 950: Doctoral Research (1 credit) Semester Total: 1 credit	N/A Cumulative: 105 Credits

C. SCHEDULE FOR STUDENTS IN THE ADVANCED STANDING TRACK

Students admitted with a prior Masters Degree in School Psychology and a permanent or provisional certification in school psychology can be admitted to the Advanced Standing (AS) track. Advanced standing students are typically accepted by specific faculty members who will serve as their dissertation mentor and academic advisor. 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 (Psy722) or Cross-Cultural (Psy625); Cognition (Psy617); Physiological (Psy648) or Biological bases; Scaling and Measurement (Psy759); and Research Methods (Psy615).

SCHEDULE FOR STUDENTS WITH ADVANCED STANDING

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

		ELECTIVE (3 credits) 950: Doctoral Research (3 credits) Semester Total: 9 credits	Cumulative: 48 credits
3	905: Internship I (0 credits) 950: Doctoral Research (1 credit) Semester Total: 1 credit	906: Internship II (0 credits) 950: Doctoral Research (1 credit) Semester Total: 1 credit	N/A Cumulative: 50 Credits

D. REGISTRATION FOR DOCTORAL RESEARCH CREDITS

Students registering for Doctoral Research (PSY950 and PSY 951) are required to follow the procedures listed below:

NOTE: Once a student falls below full-time program enrollment , 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 951 corresponding to the CRN of his/her mentor (1 credit).

Students who are taking PSY 951 after their fourth year and before their internship, that is, taking a year off before their internship (doing a second externship) will take PSY 951 for 3 credits with their mentor.

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)

Once internship is complete, if a student has not yet successfully defended their dissertation, students must register for 3 credit doctoral research (PSY 951) 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 DESIGN AND ANALYSIS FOR PSYCHOLOGICAL RESEARCH

Prerequisite: 608 with grade of "B" or higher (NOTE: a "B-" grade is lower than a "B"). teach students about issues and techniques in multiple correlation/regression analysis. Topics include bivariate and multivariate correlation/regression, nonlinear regression, dichotomous and quantitative variables, moderation, mediation, inferential statistics, power, and graphics. 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 (NOTE: a "B-" grade is lower than a "B"). 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 (NOTE: a “B-“ grade is lower than a “B”).

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 (NOTE: a “B-“ grade is lower than a “B”). 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.

761B PSYCHOLOGICAL ASSESSMENT PRACTICUM I

Prerequisite: PSY 661 and PSY 662 with grade of “B” or higher (NOTE: a “B-“ grade is lower than a “B”). This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, young adults, and culturally and linguistically diverse populations. 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. In cases where culturally and linguistically diverse students are involved, supervision will be from a bilingually certified school psychologists who possesses the BEA certification from NYS. 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. NOTE: This practicum carries other responsibilities and requirements that fall outside the scope of the classroom and supervision times. This includes mandatory attendance at the orientation meeting as set by the Director of the Center, completion of other types of training such as suicide, violence prevention, etc., and consistent documentation of all activities. Any failure to meet these additional requirements may result in an overall failure for the course. Credit: 3 semester hours.

762B PSYCHOLOGICAL ASSESSMENT PRACTICUM II

Prerequisite: PSY 761B with grade of “B” or higher (NOTE: a “B-“ grade is lower than a “B”). This course is a continuation of Psy761B and also includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, young adults, and culturally and linguistically diverse populations. 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. In cases where culturally and linguistically diverse students are involved, supervision will be from a bilingually certified school psychologists who possesses the BEA certification from NYS. 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. NOTE: This practicum carries other responsibilities and requirements that fall outside the scope of the classroom and supervision times. This includes mandatory attendance at the orientation meeting as set by the Director of the Center, completion of other types of training such as suicide, violence prevention, etc., and consistent documentation of all activities. Any failure to meet these additional requirements may result in an overall failure for the course. 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. NOTE: This practicum carries other responsibilities and requirements that fall outside the scope of the classroom and supervision times. This includes mandatory attendance at the orientation meeting as set by the Director of the Center, completion of other types of training such as suicide, violence prevention, etc., and consistent documentation of all activities. Any failure to meet these additional requirements may result in an overall failure for the course. 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. NOTE: This practicum carries other responsibilities and requirements that fall outside the scope of the classroom and supervision times. This includes mandatory attendance at the orientation meeting as set by the Director of the Center, completion of other types of training such as suicide, violence prevention, etc., and consistent documentation of all activities. Any failure to meet these additional requirements may result in an overall failure for the course. 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. NOTE: This practicum carries other responsibilities and requirements that fall outside the scope of the classroom and supervision times. This includes mandatory attendance at the orientation meeting as set by the Director of the Center, completion of other types of training such as suicide, violence prevention, etc., and consistent documentation of all activities. Any failure to meet these additional requirements may result in an overall failure for the course. Credit: 3 semester hours.

905 INTERSHIP 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 INTERSHIP 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. Please note that departments may change course offerings and not offer them consistently.

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.

PSY 744 Assessment Methods for Students with Autism Spectrum Disorders
PSY 745 Applied Behavior Analysis
PSY 746 Single Case Design for Students with Autism Spectrum Disorder

Completion of these courses do not meet the course requirements for BCBA certification. The BCBA certification process changed. Information for certification in behavior analysis can be found at www.bacb.com.

(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).

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. Students 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 2nd 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 (PSY761B, 762B) for the details of the practicum supervision.

During their 3rd year in the program, students in the PsyD School Psychology program will enroll in the Psychological Interventions courses (PSY763, 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. In addition, the 2nd and 3rd year practica carry other responsibilities and requirements that fall outside the scope of the classroom and supervision times. This includes mandatory attendance at the orientation meeting as set by the Director of the Center, completion of other types of training such as suicide, violence prevention, etc., and consistent documentation of all activities. Any failure to meet these additional requirements may result in an overall failure for the course.

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, 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. Additionally, supervisors who are assigned students in the Bilingual Track will also possess the Bilingual Education Assessment (BEA) certification from NYS identifying them as qualified Bilingual School Psychologists.

J. THIRD YEAR FIELD PLACEMENTS (SCHOOL PSYCHOLOGY CERTIFICATION 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 2nd year, once grades are submitted. Specific criteria include the completion of 54 course credits, a grade of "B" or higher (NOTE: a "B-" grade is lower than a "B") in all classes, evidence of satisfactory progress in second year practica courses (761B/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 before they can be allowed to participate in any activities within a school setting. Because the PsyD Program is considered a profession that occurs within the educational setting, students must complete the Criminal Background Check (CBC) prior to enrollment but then must also submit to fingerprinting before they can 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 ex/internship sites or will maintain telephone and email contact throughout the ex/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:

Students will become familiar with the various roles of practicing School Psychologists.

Students will learn the organizational functioning, administration, implementation of policies, and politics of schools and school districts.

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).

Students will become knowledgeable about the process of regular education.

Students will become acquainted with community resources that support school psychological services.

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.

The student will gain experience and develop competence in clinical diagnostic interviewing.

The student will gain experience and develop competence in providing consultation services (i.e., to parents, teachers, and other school personnel).

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).

Students will gain experience and become proficient in writing comprehensive psychoeducational reports to articulate their assessments and recommendations.

Students will learn to demonstrate accountability for their activities as practicing School Psychologists.

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

Students will gain experience in providing feedback on their assessment and recommendations to children, parents, teachers, and other school personnel.

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.

Additional and Extended Clinical Externship Training

Students who are considering applying for an APPIC internship (see next section), or for other reasons, may choose to take an extra year before the internship year as a way of acquiring additional clinical experience. This is accomplished by registering for PSY950, Doctoral Research (3 credits). In addition, all students must remain continuously enrolled in this course until they have completed, successfully defended, and had the dissertation project accepted by the University. PSY950 is 3 credits, unless the

course is being taken during the Internship experience, in which case, it is 0 credits. Students who are gaining extra clinical experience also need to be enrolled in PSY999, Extended Clinical Practicum Experience (0 credits). Additionally, students who will be working at their clinical site beyond the last day of the spring semester will need to be registered for PSY999 (0 credits) for the summer semester. Students whose externship/internship begins before the start of the fall semester will also need to register for PSY999 (0 credits) for the summer semester, prior to their enrollment in PSY754 or PSY905 starting in the fall.

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 higher (NOTE: a “B-“ grade is lower than a “B”), including three credits of PSY950; 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 1st of the year they intend on beginning the APPIC internship application process. This is typically during the Fall of the student’s 4th year in the program and is well ahead of the usual schedule where defenses typically occur in the early Spring of the 4th year.**

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 5th year experience, the 4th 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 1st 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 5th year application for review.

* To qualify for applying for an internship, students must have successfully proposed their doctoral dissertation by December 1st 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 1750 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 1750 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 hours MAY be accrued during the pre-doctoral internship. If a student satisfies the 1750- 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

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 (one school year)	752 753	750 ^a	2 hours	
PsyD IV	3 Full Days (2 semesters)	754 755	750 ^a	2 hours	Successful Completion of Comprehensive Exam
PsyD V	5 Full Days (may begin in July or Sept.)	905 906	1750	2 hours	Course Work Completed Proposal Defended

^a PsyD 3rd and 4th 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 Masters 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 PSY754 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 TRACK STUDENTS DOCTORAL INTERNSHIP FOR LICENSING

Students in the Advanced Standing track 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 1st of the year that they plan on submitting their APPIC application which is well ahead of the usual schedule where defenses typically occur in the early Spring of the 4th year.

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 1st, 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 5th 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 1750 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 1750 hours by May 1st.

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 1750 clock hours.

Students must complete an internship activity log. This is necessary to ensure that the student receives full credit toward the 1750 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 1750-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

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 Examination (5403) is designed for MS (i.e., specialist degree) level candidates wishing to serve as school psychologists in educational settings. The Praxis exam 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 1st year in the program. For conferral of the MS degree, the student must pass the Praxis by April 15th of their 3rd year in the program and have these results received by the department by that date.

Reporting of results. The student's responsible for ensuring 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. 3RD 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 of Science degree at the next graduation. Only after the MS degree conferral will a student become eligible to apply for certification as a School Psychologist via the New York State Education Department (and other states). Conferral of the

MS degree typically occurs in May of the final year. Students who fail the comprehensive exam will not receive the M.S. degree. Students who fail the comprehensive exam must retake the exam a second time.

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 3rd 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 (5403) Examination and have the results sent to the Program Director 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 complete a written examination based on illustrative case study data and information in each of the following areas:
 1. Assessment
 2. Intervention
 3. Consultation

4. Format and Grading of the 3rd Year Comprehensive Examination

The 3rd Year Comprehensive Examination will be administered online via the University's preferred learning management software (currently Canvas) and will consist of approximately 20-25 short-answer essay-type questions based on the information provided either prior to or during the examination itself. The examination becomes accessible to students after they are automatically registered for the associated "course" (PSY105) in which the exam is created. Registration occurs ONLY after students have been cleared by the Program which includes submission of PRAXIS scores, satisfactory completion of all required coursework from previous semesters, evidence of satisfactory progress and pending of successful completion of the internship experience, and an overall general readiness for completing the examination. The examination is worth a total of 100 points (including some points for quality of writing). The Program administrative assistant will randomly divide and assign each student's individual sections to one or the other member of the selected faculty members who will conduct the initial scoring. Scoring will be done according to the domain-specific grading rubric for each section. Examples of each scoring rubric is available in Appendix P. When an examination receives at least 80 points from the faculty member on the initial scoring for any section, that section of the examination will be considered to have been passed

successfully. When an examination receives less than 80 points (79 or below) from the faculty member on the initial scoring for any section, that section of the examination will then be assigned to the other faculty member conducting grading in the same section for the other students. If that faculty member also scores the exam as a failure (less than 80 points), then the exam is considered to be a failure and will require the student to re-take the examination. If, contrary to the initial score, the second faculty member scores the exam as passing (80 points or higher), a third faculty member will be recruited to score the exam and their grading will then determine whether the exam is a pass vs. fail. All sections of the exam will be scored using the appropriate School Psychology Department's 3rd Year Comprehensive Examination Scoring Rubric (see Appendix J). 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 for each student enrolled in PSY105. If a student fails any part of the Comps (e.g., just 1 section, or if the PRAXIS result have not been received), he/she will receive an incomplete or failing grade until it is re-taken and passed as described in Section 6 below.

5. Instructions for the Comprehensive Examination

Assessment Section

An illustrative assessment case study will be provided to you in the form of a completed report of evaluation and supporting documentation at least one week ahead the scheduled examination. The evaluation may be any type of assessment case including, but not limited to: an initial evaluation for disability determination, a triennial re-evaluation, an administrative or change of placement evaluation, and may center on various types of disorders and disabilities, such as SLD, ID, ADHD, TBI, SLI, etc. In responding to the various questions in the examination, you are encouraged to rely on and be consistent with how you were trained in the program. That is, your responses should be a reflection of what you have been taught and learned with respect to the overall assessment philosophy and approach within the St. John's University School Psychology Program. This will entail that you review the content presented in several of your courses that spans application of modern-cognitive theory for guiding conceptualization and interpretation, enhancement of test score construct validity through the application of rigorous psychometric principles and nondiscriminatory techniques, and the linking of intervention strategies and methods with the results from testing. In general, you should be able to read and review the case study data and be prepared to critically and thoughtfully discuss any issues with the evaluation in accordance with the nature of the questions to be asked as indicated in the assessment scoring rubric. It is in your best interest to be familiar with what you will be expected to do and how you will be expected to respond, particularly since you will be given the case study information in advance. Please refer to the Assessment Grading Rubric section (blue color) in Appendix P for specific information regarding the nature of the content and knowledge expected.

Consultation Section

An illustrative consultation case study will be presented as part of the examination and may be any type of consultation case including, but not limited to: behavioral, instructional, parent, mental health, system-wide, or consultation to determine program development, continuation, or evaluation. In responding to the various question in the examination, 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 will be provided as necessary for the purposes of the examination. In general, you should be able to read and review the presented case study and be prepared to describe and discuss any issues with respect to each of the questions as indicated in the scoring rubric. It is in your best

interest to be familiar with what you will be expected to do and how you will be expected to respond even if you are not given the case study information in advance. Please refer to the Consultation Grading Rubric section (purple color) in Appendix P for specific information regarding the nature of the content and knowledge expected.

Psychological Intervention Section

An illustrative psychological intervention case study will be presented to you as part of the examination and may be any type of intervention case 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. You will be required to read and review the information presented during the exam and answer questions that will revolve around identification of clear goals, measurable outcomes, assessment data, and so forth that are typical components of a psychological intervention. You will be asked how you used the provided data to evaluate the course of treatment and how you decided to continue with or redesign any particular intervention based on the client's progress. It is in your best interest to be familiar with what you will be expected to do and how you will be expected to respond even if you are not given the case study information in advance. Please refer to the Intervention Grading Rubric (orange color) in Appendix P for specific information regarding the nature of the content and knowledge expected.

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 any comments provided by the faculty member will 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 re-take the examination and submit it as part of your remediation plan to the Program Director for final approval.

Please recall that you are only given two opportunities to successfully pass this exam. It is strongly recommended that you not rush through this process and make every effort to address any and all areas which have identified as lacking sufficient knowledge and competency. Failure to pass the examination a second time is grounds for dismissal from the Program.

R. PROFESSIONAL PRACTICE COMPETENCY EXAMINATION (PPCE)

As part of the requirements during the 4th year when students are enrolled in Psy755, an examination will be given in the Spring to evaluate readiness for the capstone internship experience. This exam is called the Professional Practice Competency Examination (PPCE). Students enrolled in Psy755 and who are eligible to take the exam will be automatically enrolled in a placeholder course (Psy105D) that will serve as a way of documenting completion of the exam.

In general, students will be expected to prepare a professional practice case study for the 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 that is based upon your clinical work in your fourth-year externship setting. The case must be based on school-based or related 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. The case study write up must be submitted 2 weeks prior to the examination date. For the purposes of planning, the PPCE is generally held the Thursday before commencement in May.

Students are not permitted to receive feedback from faculty or use any case that will be submitted for the examination for any other course assignment. Failure to comply with this requirement will result in failure of the comprehensive examination.

1. Exam Schedule

Students must submit the written case study to the Program Administrative assistant by May 1st. The exam will occur in the spring semester of the fourth full year in the program and will take place on the Thursday before commencement in May, after final exams have been completed. The 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 and other Psychology faculty members or adjuncts within the Psychology Department. You will be informed of the members of your committee shortly after submitting your written examination once the final schedule is created. Grading of the exam is based on a standard scoring rubric. Examples of each rubric for whichever domain is chosen by the student (assessment, intervention, or consultation) are available in Appendix Q.

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 consist of approximately 30-35 minutes of your oral presentation, another 10-15 for questions, and another 5-10 for faculty deliberation. Students will be given feedback from the evaluation committee following their deliberation and will be informed regarding whether they passed or failed. Decisions need not be unanimous but at least two out of the three faculty members must vote in favor of passing.

3. Failing the Professional Practice Competency Examination

Students have two opportunities to pass this examination. Students who do not pass the exam (e.g., receive less than two passing votes) the first time will be given a second opportunity to retake and pass the exam. Students who fail the first exam may still proceed to their fifth-year internship without delay. 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 do not pass the exam after the second time will be subject to termination 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:

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.

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.

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 Arial 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. The use of presentation software, such as Microsoft Powerpoint, is recommended as the format for delivering the oral portion of the exam.

S. DOCTORAL DISSERTATION

In general, a Psy.D. program is not specifically designed to train researchers and is more geared toward the development of practitioners. Nevertheless, the goal of the St. John's Psy.D. in School Psychology Program is to train psychologists who can deliver psychological services and review/digest 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 15th 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 15th 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) Either prior to submitting or after successfully defending a dissertation proposal, students must complete 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> This certification will be necessary for submission to the University's Institutional Review Board (IRB) for the purpose of obtaining permission from the University to conduct any research that may involve human subjects.

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 1st 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.

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

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).

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 Certification in research with human subjects as well as approval from the University IRB prior to conducting their dissertation research. Any data collected BEFORE IRB approval has been officially granted will not be permitted for use in a student's research and is considered a violation of the IRB protocol and protections that may result in adverse consequences up to and including dismissal from the program.

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

T. GRADUATION

There is a difference between graduation and degree conferral and a diploma. In some cases, you may attend a graduation ceremony even if the degree has not yet been conferred. This typically happens with a May graduation ceremony. Actual diplomas are not given out during the ceremony, it is mainly a symbolic ritual. Graduate degrees are officially conferred by the Board of Trustees three times a year on the Queens Campus in January, May, and September, however, there is no accompanying graduation ceremonies for the January or September conferrals. Conferral of the degree does not automatically mean you are handed a diploma. You may receive one later in the mail or you may need to apply for it. Students are encouraged to check the University Bulletin to be aware of dates and deadlines for graduation ceremonies but also to remain cognizant of when the degree will actually be conferred. Conferral of the degree, not participation in a graduation ceremony, is the only official and legal point at which you can state that the degree has in fact been earned and awarded even if you have not yet received your diploma. An official transcript can be used to certify that you have in fact been awarded the degree.

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

Students who will have their degrees conferred in September may be eligible for participation in the Spring Commencement Ceremony that takes place in May prior to actual degree conferral. Students who have completed ALL requirements other than the remaining commitment of time on internship 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. To be eligible for the commencement ceremony, a student must have successfully defended their dissertation by the Spring deadline, submitted and had the dissertation accepted by the University Librarian, completed all required coursework for the degree with

no outstanding INC, ABF, or B- or lower grades, and passed all required examinations. The only remaining requirement must be the time remaining for the completion of the internship. If any other requirements have not yet been met, the student is not eligible for participation in the ceremony.

Example:

May 2025: Student is still on their Doctoral Internship and has completed ALL other Program and Degree 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.

June 2025: Student completes Doctoral Internship; Submits copies of hours accrued; Submits signed supervisor evaluations; Dissertation has been successfully defended, revised, submitted, and accepted by the University Librarian.

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 can participate in the ceremony. 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 actual diploma via the UIS system which will only be mailed after the degree has been officially conferred.

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 accepted by the University Librarian and a copy has been given to the Associate Dean of the Graduate Division for your mentor's signature.
- 6) The University's Board of Trustees has met and conferred the degree.

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 3rd 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 5th 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 fill out as much information as you can before sending both forms via email to the School Psychology Program Administrative Assistant.***

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:

<https://www.op.nysed.gov/professions/psychology/license-requirements>

Application Forms: <https://www.op.nysed.gov/professions/psychology/license-application-forms>

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 Office of the Registrar_ 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 credentialled 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. The DASA workshop is no longer offered through the School of Education. Students will be required to find institutions that offer the workshop and complete the training online. Students are responsible for providing copies of certificates of completion for these seminars to the Program and 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:

1. Promoting the rights, welfare, education, and mental health of children and youth.
2. 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 T. 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. APA is a doctoral level organization. To become a member, one must possess a Ph.D., Psy.D., or Ed.D., however, student memberships are available and are encouraged. APA is divided into approximately fifty-four divisions

that represent the different areas within the field of psychology. Division Sixteen is the school psychology division. Each division has its own governing body that monitors and guides their particular division. Each division has equal representation within the overall governing body of APA. APA also has a student organization that is not area specific. Students within clinical or school psychology are encouraged to join APA and become active members in the student organization.

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 training and practice in School Psychology can be discussed. Our aim is to keep members apprised of current issues pertaining to school psychology, as well as to foster participation in activities that will further strengthen this discipline in the future, as well as those that benefit the community at large.

The goals of SASP are threefold: 1) To provide an integrated communication and support network for graduate students concerning professional/ethical issues, academic issues, internship/employment opportunities, and shared needs/concerns across a variety of topics; 2) To foster participation in SASP sponsored workshops and lectures as well as attendance at professional conferences and colloquia; and 3) To interact with undergraduate psychology students in order to provide them with information regarding graduate studies and the field of school psychology.

Membership is open to all School Psychology students, and participation is encouraged. In addition to regular membership, SASP has several formal officer positions, including President, Vice President, Secretary, Academic Events Chair, Community Service Chair and Social Activities Chair. Students are elected to these positions annually by current graduate students in the program and are in charge of their own subcommittees related to their respective roles. Officers generally serve a one-year term, lasting from September to May.

4. New York Association 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.

Recently, NYASP developed a five-year strategic plan dealing with the impact of legislation and regulation on school psychologists. The plan attempts to reinforce and re-define the role of school psychologists so that they are no longer viewed as only psychometricians. Rather, NYASP promotes awareness that school psychologists have received training in consultation, intervention, and prevention services for students and families. The plan also addresses educational reform, including such issues as the over-representation of minorities in special education.

The organization also attempts to increase the knowledge base of school psychologists and provide opportunities for professional growth. NYASP does this by offering annual conferences and a Summer

Institute, which is part of their continuing education package. NYASP also has a strong lobbying voice in legislation and has secured a law firm for such purposes.

Members will receive special publications about issues faced by school psychologists and other privileges and discounted services. Please note that membership must be renewed annually, and a special student rate is available.

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). This organization was formed in 1947 and currently has almost 3,000 members. A Council of Representatives directs NYSPA, which consists of elected officers, specialty division representatives, and affiliated regional psychological association representatives.

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.

These goals are achieved through various means, such as: outreach and educational projects to inform the public; an annual convention and division workshops for psychologists; providing ethical and legal advice for psychologists; and continuing education courses. NYSPA also has a strong lobbying voice in State and Federal Legislatures which played a fundamental role in third-party payment assistance (Medicaid, Medicare, and Workers' Compensation) for psychologists.

By joining, students will receive current information on critical psychological issues through the NYSPA Notebook bimonthly publication, New York State "Psychologist" magazine, and Task Force reports. Members also receive other privileges and discounted services. Please note that membership must be renewed 10 and a special student rate is available.

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:

1st year: PSY662

2nd year: PSY716

3rd year: PSY753

4th year: PSY755

5th year: in order to graduate

ABD (all but dissertation) students who are not on internship: in order to register for classes.

Appendix A

The School Psychology Department of St. John's University
Statement on Plagiarism and Learning Exercises

Recommended Procedure for Handling Plagiarism Cases



ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

PLAGIARISM STATEMENT

Dr. Miguel Roig

Scholarly endeavors often rely on the ideas and findings of others. For example, the body of knowledge represented in most of the textbooks used in your classes is based on a summary and synthesis of the work of many researchers. You will notice that their contribution is acknowledged in the reference section at the end of each textbook. In a similar fashion, when you write a paper for a course, you must credit the sources you use by using acceptable documentation procedures. In our discipline we almost always use the style suggested by the American Psychological Association (APA; see Publication Manual of the American Psychological Association, 2001). Failing to acknowledge the contributions of others in one's work constitutes a serious type of academic dishonesty that is known as plagiarism.

Plagiarism occurs when a student leads the professor or others to believe that work submitted for a course (a term paper, an oral presentation, a homework assignment) is his/her own original work, when in fact portions of the project (even small portions), or the entire project, was produced by someone else. Most often plagiarism occurs in assigned papers when the student either fails to acknowledge the source of his/her ideas or text or fails to properly paraphrase and/or summarize others' work even when such works are acknowledged in the paper's reference section. For guidelines for proper paraphrasing see the examples below.

Another common type of plagiarism, known as self-plagiarism, occurs when students take part of a paper, or an entire paper, that had been written for a previously taken course and submit it in a new course. Under rare circumstances this type of activity may be acceptable, if the instructors from both courses involved are aware of the extent of this type of borrowing and provide the student with written permission.

Keep in mind that there are many other forms of plagiarism. What follows are some of the most common types of plagiarism and other dishonest writing practices.

Including portions of text from a source, regardless of whether it is published, unpublished, or whether it is obtained from the Internet, without either putting such text in quotation marks or not sufficiently paraphrasing the text (see below for some guidelines):

Using a paper, or portions of a paper, that has been bought, downloaded from the Internet, or written by someone else.

Taking sentences and/or paragraphs from various published, unpublished, or Internet sources and stringing them together resulting in a coherent essay, but not representing the student's own writing.

Making up sources that either do not exist or were not consulted for the paper.

In a reference section (as opposed to a bibliography), listing works that were cited by one of the sources that was consulted for the paper but which the student did not read.

Using a paper or portions of a paper written for a previous course and submitting for another course.

ACCEPTABLE FORMS OF HELP WHEN WRITING PAPERS

If you have difficulties writing a paper for a course, you may wish to seek the services of the Writing Center. Generally, it is acceptable to have another student examine your work, point out grammatical deficiencies in your writing and make suggestions for improving your paper. In fact, this type of collaboration is usually encouraged in most classes. However, such help should be acknowledged in a footnote in your paper. Remember that, ultimately, the words used in your paper must be your own.

Obviously, you may seek clarification from the instructor on matters regarding the writing of your paper. However, asking a professor to review your paper before submitting it for a grade is inappropriate if such an offer has not been extended to the other students in the class. For theses and dissertations, your primary mentor will work more closely with you and he/she may have a more active role in the writing process.

LEARNING EXERCISES

Avoiding plagiarism by correctly paraphrasing text

Imagine that you are in the process of writing a paper. In researching material for the topic you are writing about, you locate the following relevant paragraph in a published source:

"If you have ever had your astrological chart done, you may have been impressed with its seeming accuracy. Careful reading shows many such charts to be made up of mostly flattering traits. Naturally, when your personality is described in desirable terms, it is hard to deny that the description has the 'ring of truth'" (Coon, B. (1995) Introduction to Psychology: exploration and application (7th Ed.). New York: West., p. 29.

It would be legitimate to include this portion of text in your paper by enclosing it in quotations and adding the Coon citation at the end of the paragraph just as it appears above, or in the form of a footnote, depending on the style of writing you use (e.g., MLA, APA). However, the use of direct quotes should be kept to a very minimum, perhaps one or two short quotes in a paper.

Let's assume that you want to include the information from the above paragraph in your paper but that you do not want to use a direct quote as shown above. Instead, you are considering the rewritten versions shown below. How different does the rewritten, paraphrased version have to be so as to not be classified as a case of plagiarism?

Please examine each rewritten paragraph carefully, compare it with the original version above, and circle the appropriate abbreviation to indicate whether, in your opinion, the rewritten version constitutes a case of plagiarism (P), not plagiarism (NP), that is, the paragraph has been appropriately paraphrased, or you simply cannot determine (CD) whether the rewritten version has been plagiarized or not. Please indicate the reasons for your decision in the space provided. Also, in making your decision, assume that a correct citation (e.g., a footnote; Coon, 1995) appears in the rewritten version and in the paper's reference section or bibliography in accordance with the specific writing style used in the discipline for which the paper is being written.

1. Naturally, when your personality is described in desirable terms, it is hard
P to deny that the description has the 'ring of truth'. If you have ever had your
NP astrological chart done, you may have been impressed with its seeming accuracy.
CD Careful reading shows many such charts to be made up of mostly flattering
traits.

2. If you ever had your astrological chart done, you may have been
P impressed by how accurate it seemed. A careful reading indicates many
NP such charts to be made up of mainly flattering traits. Of course, when
CD your personality is described in desirable terms, it is hard to deny that the
description has the 'ring of truth'.

3. If you have ever had your astrological chart done, you were probably
P impressed by how accurate it seemed. A careful reading indicates many
NP such charts to be made up of mainly flattering traits. Of course, it is hard to
CD deny that the description has the 'ring of truth', when your personality is
described in desirable terms.

4. According to Coon, if you ever have had your astrological chart done,
P you were probably impressed by how accurate it seemed. A careful reading
NP indicates many such charts to be made up of mainly flattering traits. Of course,
CD it is hard to deny that the description has the 'ring of truth' when your
personality is described in desirable terms.

5. According to Coon, individuals who have had their astrological chart
P profiled may have been swayed by their apparent precision. If you study these
NP charts, however, you realize that they are primarily composed of complimentary
CD attributes. Obviously, as Coon notes, when one is described with positive,
laudable traits, it is difficult to argue against such a flattering portrait of oneself.

6. Individuals who have had their astrological chart profiled may have been
P swayed by their apparent precision. If you study these charts, however, you
NP realize that they are primarily composed of complimentary attributes.
CD Obviously, when one is described with positive, laudable traits, it is difficult to
argue against such flattering portrait of oneself.

Now, let's see how your answers compare to ours. Remember that we have assumed that acknowledgement has been made in either the reference section (works cited).

Paragraphs 1 and 2 are clearly plagiarized. In paragraph 1, the only modification made to the original text was changing the order of the sentences. In paragraph 2 the original order of the sentences was preserved and only a couple of words were changed. Paragraph 3 is similarly plagiarized. Although the third sentence was modestly changed, the modifications are not sufficiently substantial to be considered an appropriate paraphrase. Remember, just because you have acknowledged the original author in the bibliography or reference section, or even in the body of your paper (paragraph 4), you still need to use your own words in expressing someone else's ideas or observations. Thus paragraph 4 is also plagiarized because it still reads too close to the original.

Paragraphs 5 and 6 have been sufficiently modified to constitute correct paraphrases. Some might argue, however, that these paraphrases follow too closely the structure of the original paragraph (i.e., the order of the sentences). Therefore, ideally one should not only change the words of the original source, but also the structure.

Remember, if you still have questions about what constitutes plagiarism consult your professors.

REFERENCES

Publication Manual of the American Psychological Association 5th Edition (2001). Washington, D.C. American Psychological Association.

On March 28, 2006, the Liberal Arts Faculty Council passed the following recommended procedure for handling plagiarism cases:

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

RECOMMENDED PROCEDURE FOR HANDLING PLAGIARISM CASES

I First Instance of Plagiarism

1. Student given an F for the assignment.
2. Note sent to student's Dean with copy of plagiarized assignment and proof.
3. Student required to take the MITT (Multimedia Integrity Teaching Tool).
4. Student not permitted to complete another assignment until MITT is completed.

II Second Instance (in same course)

1. Student given an F for the course
2. Note sent to student's Dean with copy of plagiarized assignment and proof. Dean is notified that this is second instance of plagiarism in same course and that student received an F for the course.

The Multimedia Integrity Teaching Tool: An Interactive, Educational Program to Promote Academic Integrity

The MITT (Multimedia Integrity Teaching Tool) is a computerized integrity seminar on CD-ROM consisting of interactive lessons designed to “catch” cheating before it becomes a habit. Decision-making, case examples, and abstract concepts come alive with video, graphics, music and animation.

Every lesson and feature of the MITT program was extensively evaluated for effectiveness, impact of content and format, comprehensibility, and ease of use. Content is adapted from the academic dishonesty research base and relevant social science literature.

Appendix B

First Year Research and Community Service

Commitment Contracts



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SCHOOL PSYCHOLOGY PROGRAM RESEARCH

CONTRACT

Student Name:

Mentor Name:

The mentor agrees to:

Meet with the student to discuss the feasibility of the proposed research, appropriateness of the literature review, and progress of data collection, data analysis, and interpretation of results.
Monitor the student's hours.

Student agrees to:

Read the literature in preparation for regular meetings with his/her mentor.
Develop a clear statement of the research topic and its relevance for school psychology.
Review all major theories in the topic area.
Review all basic and applied empirical research in the topic area.
Summarize substantive conclusions from the related literature.
Summarize the quality of research in the area, including the appropriateness of the methodology.
Discuss the implications of the research as well as how the substantive findings from this research are applicable to the practice of school psychology.
Provide 50 hours of research work through the 1st full-time year in the program.

Note: The student must submit a completed copy of this form to the Program's Administrative Assistant by the specified date.

Student Signature and Date:

Mentor Signature and Date:

ST. JOHN'S COLLEGE OF
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COMMUNITY SERVICE PROGRAM CONTRACT

Student's Name:

The purpose of the community service program is to provide St. John's University 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. The student must submit a completed copy of this form to the Program's Administrative Assistant by the specified date. Please save a completed copy of these forms for your records.

I hereby declare that I will participate in the required community service initiative. By signing below, I am confirming that I will be working with agencies/organizations as a part of my commitment in working towards completing at least 30 hours of community service.

Student's Signature and Date:

ST. JOHN'S COLLEGE OF
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RESEARCH LOG

Student Name:

Research Mentor Name:

The Mentor must initial below to indicate that the student named above has fulfilled all research requirements:

Student Objectives:

Initial

Read the literature in preparation for regular meetings with his/her mentor.
Developed a clear statement of the research topic and its relevance for school psychology.
Reviewed all major theories in the topic area.
Reviewed all basic and applied empirical research in the topic area.
Summarized substantive conclusions from the related literature.
Summarized the quality of research in the area, including the appropriateness of the methodology.
Discussed the implications of the research as well as how the substantive findings from this research are applicable to the practice of school psychology.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Please sign below to certify that the student has completed his/her 50 hours of research to fulfill the requirements of the School Psychology Program. The student must submit a completed copy of this form to the Program's Administrative Assistant by the specified date.

Mentor signature and date:

Student signature and date:

ST. JOHN'S COLLEGE OF
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COMMUNITY SERVICE PROGRAM LOG

Student Name:

Dear Supervisor,

Thank you for your participation in our community service initiative. By signing below, you are confirming that the student named above has worked with your agency/organization as a part of the student's commitment in working towards completing at least 30 hours of community service.

Supervisor's Signature and date:

The student must submit a completed copy of this form to the Program's Administrative Assistant by the specified date.

COMMUNITY SERVICE AGENCY/ORGANIZATION:

Agency/Organization:

Purpose of Organization (Activities Conducted/Services Provided):

Supervisor Name:

Title:

Phone Number:

Email:

Community Service Start Date:

Completion Date:

Days and Hours the Student has worked:

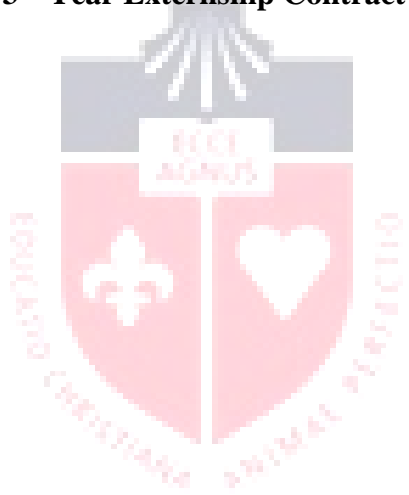
Director, Graduate Programs in School Psychology St. John's University

Ph: (718) 990-5388

e-mail: ortizs@stjohns.edu

Appendix C

3rd Year Externship Contract



ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

School Psychology Psy.D. Program 3rd Year Externship Contract
Department of Psychology

This certifies that (supervisor) _____ will serve as a school psychology supervisor for (student) _____ who is presently a student in good standing in the Psy.D. program in School Psychology at St. John's University. The externship will take place at the (name of school) _____ in the (name of school district) _____.

The student agrees to be at the externship site for 3 full working days for the entire school district academic year (from _____ to _____), **for a total minimum of 750 hours, that are to be met by the end of the spring semester. The externship will continue beyond the successful accrual of the 750 hours; all hours accrued between May and the end of the externship in June are to be logged in Time2Track and reported to the Program accordingly.** The student understands that no financial compensation will be awarded for the externship hours. The student agrees that he or she has read the list of competencies that interns are expected to achieve. The student agrees to cooperate fully with his or her supervisor and keep him or her fully apprised of his or her professional externship activities. The student is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) of any substantive concerns.

The **primary supervisor** is a doctoral level, certified school psychologist, licensed psychologist (preferred, but not required) with a minimum of 3 years of experience working in the schools that agrees to meet with the intern for a minimum of 2 hours of direct, face to face supervision each 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. The supervisor agrees to complete 2 evaluations of the student's performance and provide formative feedback to him or her. The supervisor is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) of any substantive concerns. The supervisor attests to the fact that they are supervising no more than 2 interns during the externship period specified above and that they are afforded an adequate amount of release time to meet the requirements and responsibilities of externship supervision. The supervisor will follow the training objectives agreed upon in the planning form.

The supervisor attests to the fact that: the student will be able to participate in continuing professional development activities when available, the student will be able to participate in meetings attended by field psychologists employed in the district, the student will receive adequate supplies, materials, office space, and administrative/secretarial services consistent with those afforded to regular staff members, and the student will be reimbursed, in accordance with the policies of the field site, for any travel expenses they may incur.

The supervisor and extern attest to the fact that they are aware of their roles and are committed to fulfilling their respective responsibilities.

The sponsor agrees to observe COVID-19 guidelines from the Centers for Disease Control (CDC), to include Personal Protective Equipment (PPE), along with any federal, state or local restrictions.

Supervisor's Signature

Student's Signature

Date

Date



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Appendix D

4th Year Externship Contract



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School Psychology Psy.D. Program 4th Year Externship Contract
Department of Psychology

This certifies that (supervisor) _____, will serve as a site psychology supervisor for (student) _____, who is presently a student in good standing in the Psy.D. program in School Psychology at St. John's University. The externship will take place at the (name of site)_____.

The student agrees to be at the externship site for 2-3 full working days for the entire externship year (from _____ to _____), **for a total minimum of 750 hours, that are to be met by the end of the spring semester. The externship will continue beyond the successful accrual of the 750 hours; all hours accrued between May and the end of the externship in June/July are to be logged in Time2Track and reported to the Program accordingly.** The student understands that no financial compensation will be awarded for the externship hours. The student agrees that he or she has read the list of competencies that externs are expected to achieve. The student agrees to cooperate fully with his or her supervisor and keep him or her fully apprised of his or her professional internship activities. The student is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) of any substantive concerns.

The **primary supervisor** is doctoral level, certified school psychologist and licensed psychologist with a minimum of 3 years of experience working in the schools/site. The supervisor agrees to meet with the extern for a minimum of 2 hours of direct supervision, at least 1 hour face to face, individual supervision, and 1 hour of "other" types of supervision each week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting, 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. The supervisor agrees to complete 2 evaluations of the student's performance and provide formative feedback to him or her. The supervisor is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) of any substantive concerns. The supervisor attests to the fact that they are supervising no more than 2 externs during the externship period specified above and that they are afforded an adequate amount of release time to meet the requirements and responsibilities of externship supervision.

The supervisor attests to the fact that: the student will be able to participate in continuing professional development activities when available, the student will be able to participate in meetings attended by field psychologists employed in the district/site, the student will receive adequate supplies, materials, office space, and administrative/secretarial services consistent with those afforded to regular staff members, and the student will be reimbursed, in accordance with the policies of the field site, for any travel expenses they may incur.

The supervisor and psychology extern attest to the fact that they are aware of their roles and are committed to fulfilling their respective responsibilities.

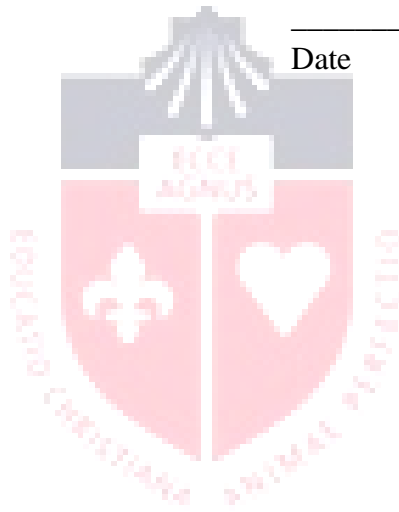
The sponsor agrees to observe COVID-19 guidelines from the Centers for Disease Control (CDC), to include Personal Protective Equipment (PPE), along with any federal, state or local restrictions.

Supervisor's Signature

Student's Signature

Date

Date

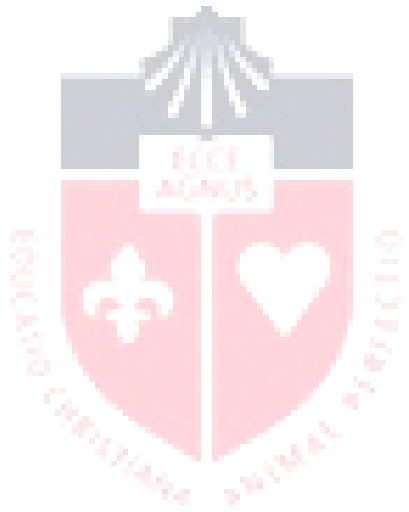


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Appendix E

5th Year Internship Contract



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School Psychology Psy.D. Program Internship Contract
Department of Psychology

This certifies that (supervisor) _____ will serve as a school psychology supervisor for (student) _____, who is presently a student in good standing in the Psy.D. program in School Psychology at St. John's University. The internship will take place at the (name of school/site) _____ the (name of school district/site) _____.

The student agrees to be at the internship site for **5 full** working days for the entire school district academic year/internship program year (from _____ to _____) **for a maximum of 45 hours per week and total minimum of 1750 hours. All hours accrued beyond the 1750 hours are to be logged in Time2Track and reported to the Program accordingly.** The student understands that financial compensation will/will not be awarded for the internship hours. The student agrees that he or she has read the list of competencies that interns are expected to achieve as outlined in the program handbook. The student agrees to cooperate fully with his or her supervisor and keep him or her fully apprised of his or her professional internship activities. The student is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) of any substantive concerns.

The student has a title such as "intern," "resident," or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Students who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of his or her doctoral intern status.

The **primary supervisor** is doctoral level, certified school psychologist and licensed psychologist with a minimum of 3 years of experience working in the schools/site. The supervisor agrees to meet with the intern for a minimum of 2 hours of direct, face to face, individual supervision each 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. The supervisor agrees to complete 2 evaluations of the student's performance and provide formative feedback to him or her. The supervisor is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) of any substantive concerns. The supervisor attests to the fact that they are supervising no more than 2 interns during the internship period specified above and that they are afforded an adequate amount of release time to meet the requirements and responsibilities of internship supervision.

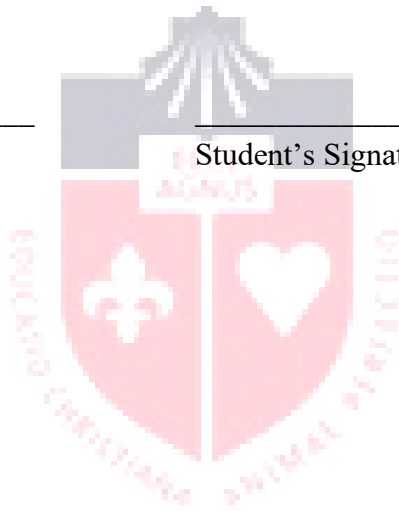
The supervisor attests to the fact that: the student will be able to participate in continuing professional development activities when available, the student will be able to participate in meetings attended by field psychologists employed in the district/site, the student will receive adequate supplies, materials, office space, and administrative/secretarial services consistent with those afforded to regular staff members, and the student will be reimbursed, in accordance with the policies of the field site, for any travel expenses they may incur.

The supervisor and intern attest to the fact that they are aware of their roles and are committed to fulfilling their respective responsibilities.

The sponsor agrees to observe COVID-19 guidelines from the Centers for Disease Control (CDC), to include Personal Protective Equipment (PPE), along with any federal, state or local restrictions.

Supervisor's Signature/Date

Student's Signature/Date



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Appendix F

Third Year Placement Planning Form



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GRADUATE SCHOOL OF ARTS AND SCIENCES

School Psychology Externship Objectives Planning Form

Student: _____ Beginning Date: _____
Placement: _____ Ending Date: _____
Field Supervisor: _____ Supervision Hours: _____
University Supervisor: _____ Date of Planning Session: _____

Listed below are 17 Objectives for students to reach during their School Psychology Externship. Below each objective is a list of activities which could fulfill the objective.

The objectives and activities for reaching the objectives will serve as a basis for planning a unique externship experience for each student. Obviously the experience provided at sites will differ and field supervisors will have different suggestions for reaching some of these objectives. We do not expect each site to provide every activity. Decisions concerning the plan should be made at the beginning of the externship experience. The plan may also be modified as the year progresses, however, all parties involved must discuss and approve these modifications.

1. The student will become familiar with the roles of practicing school psychologists.

- ___ Allow student to accompany the school psychologist during a typical day.
- ___ Allow student to become familiar with other psychologists and their duties in the building/district.
- ___ Ask student to discuss issues of professional ethics and standards that relate to his or her or the supervisor's contacts with clients.

2. The student will be introduced to the organizational functioning, administration, implementation of policies, and politics of school settings and school districts.

- ___ Introduce student to various members of the staff and school community.
- ___ Allow student to attend building staff meetings and pupil personnel committee meetings and/or Educational Planning Committee meetings.
- ___ Ask student to inspect and report on student records and record keeping systems in the school.
- ___ Ask student to read and report on district policies including policies for providing psychological services.
- ___ Allow student to interview various professionals.
- ___ Allow student to attend a school board meeting.
- ___ Allow student to attend a parents' organization meeting.
- ___ Allow student to attend a general faculty meeting.

3. The student will gain experience in the process of special education referral, evaluation, placement, and remediation, and developing treatment plans.

- ___ Allow student to attend and observe a committee on special education.
- ___ Allow student to observe and spend time in special education classrooms (e.g., self-continued, resource room, gifted).
- ___ Allow student to present the results of a case evaluation to a committee on special education.
- ___ Allow student to evaluate an Individual Education Plan for remediation for children with different handicapping conditions. *
- ___ Allow student to present their assessments and recommendations to the district Committee on Special Education and to become familiar with the process of the Committee's work and the legal and regulatory issues involved in the Committee's functioning. *
- ___ Allow student to conduct triennial evaluations, and annual reviews of special education children to evaluate their progress and make recommendations. *

4. The student will become knowledgeable about the process of regular education.
- ___ Allow student to observe and spend time in a kindergarten or preschool classroom.
 - ___ Allow student to observe and spend time in an elementary level classroom.
 - ___ Allow student to observe and spend time in a junior high level classroom.
 - ___ Allow student to observe and spend time in a high school classroom.
5. The student will become acquainted with community resources that support school psychological services.
- ___ Allow student to observe liaison meetings between supervisor and other agencies.
 - ___ Allow student to consult with personnel from the community (e.g., medical, mental health, child welfare).
 - ___ Allow student to coordinate case services with another community agency.
 - ___ Allow student to visit community agencies (e.g., child welfare agency, family service agency, residential treatment center, juvenile court).
6. The student will gain experience and develop competence in clinical diagnostic interviewing.
- ___ Allow student to observe the supervisor interviewing students, parents, teachers, and other staff members.
 - ___ Allow student to conduct diagnostic clinical interviews with students, parents, teachers, and other staff members.
7. The student will gain experience and develop competence in providing consultation services.
- ___ Allow the student to engage in a consultation case with a parent, teacher, or other staff member (e.g., behavioral, academic, mental health, organizational).
 - ___ Allow the student to work with the consultee in collecting data through a variety of means (e.g., interviews, observations, informal assessment, curriculum based assessment).
 - ___ Ask the student to present the goals, intervention strategies, and rationale for at least one consultation case.
 - ___ Allow the student to use the data collected to consult with parents or staff for the purpose of planning and implementing an intervention program.
 - ___ Allow the student to systematically evaluate the consultation process by collecting process and outcome data.
 - ___ Allow student to gain experience developing recommendations for pre-referral interventions.
8. The student will gain experience and develop competence in behavioral observation and assessment.
- ___ Allow student to collect behavioral data by interviewing a student, parent, teacher, or other staff.
 - ___ Allow student to observe children's classroom behavior, identify, and systematically record data on target behaviors.
 - ___ Allow student to observe teachers instructional and classroom management behavior, record, and report on data.
 - ___ Allow student to conduct an environmental assessment and report on data.
9. The student will gain experience and develop competence in assessment of emotional and social adjustment.
- ___ Allow student to conduct and report results from comprehensive assessment of emotional and social adjustment of children at several grade levels.
10. The student will gain experience and develop competence in intellectual assessment.
- ___ Allow student to observe supervisor conducting an assessment.

- ___ Observe student giving various intelligence tests.
- ___ Allow student to conduct and report results of comprehensive intellectual evaluation at the:
 - ___ preschool or kindergarten level
 - ___ elementary level
 - ___ junior high level
 - ___ high school level
- ___ Allow student to conduct and report results of at least one comprehensive intellectual evaluation of a minority student.

11. The student will gain experience and develop competence in academic assessment.

___ Allow student to observe various professionals (e.g., supervisor, education evaluator, teacher) conducting an assessment.

___ Observe student giving various academic tests.

___ Allow student to observe/participate in screening or readiness evaluations at the pre-school and kindergarten level.

___ Allow student to inspect and report on the curriculum materials being used with referred child as part of planning the assessment.

___ Allow student to conduct and report results of comprehensive language, mathematics, and reading assessments at the:

___ elementary level

___ junior high level

___ high school level

___ Allow student to conduct and report results of at least one comprehensive academic evaluation of a minority student.

___ Allow student to inspect and report on group tests given in the placement.

___ Allow student to attend meetings of committees established to examine curriculum.

12. The student will gain experience and develop competence in both regular and crisis intervention strategies.

___ Allow student to accompany the field supervisor during intervention activities.

___ Allow student to address referral issues raised during assessment or consultation activities with a planned program for intervention.

___ Allow student to implement a remediation plan.

___ Ask student to participate in providing in-service programs for teachers.

___ Ask student to provide goals, interventions, and rationale for a counseling case.

___ Allow student to observe/participate in providing crisis intervention. *

___ Allow student to observe/participate in the development of a crisis intervention plan.

13. The student will gain experience and become proficient in writing comprehensive psychoeducational reports.

___ Ask student to write and submit case reports for assessment cases.

___ Ask student to write and submit case reports for consultation and intervention cases.

14. The student will demonstrate accountability for activities as a practicing school psychologist.

___ Ask student to keep a daily log of activities. **

___ Allow student to collect and share effectiveness data from intervention activities.

___ Allow student to collect and share effectiveness data from consultation activities.

___ Assist student in systematically evaluating his or her effectiveness through providing fairly frequent feedback sessions.

___ Allow student to participate in original research or evaluation studies in the school.

15. The student will evaluate his or her personal skills and abilities to assume an effective school psychology role.

____Ask student to review and analyze his or her impact on students, parents, and various professionals in the school.

16. Students will gain experience providing feedback on their assessment and recommendations to school children, parents, teachers, and other school personnel.

____Allow student to be present when supervisor gives feedback to school children, parents, teachers, and/or other school personnel.

____Allow student to give feedback, under supervision, to school children, parents, teachers, and/or other school personnel.

____Allow student to give feedback independent of direct supervision teachers, and/or School Personnel.

17. Students will gain experience in counseling school children individually and in groups.

____Allow student to counsel children individually.

____Allow student to counsel children in groups.

____Ask student to participate in providing group counseling or group discussion services for students and parents.

Other activities or objectives:

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•Any item followed by an * denotes a required activity. The externship site does not have to provide this activity during the 1st half of the externship, but the student must complete this activity sometime within the externship period.

** The time log is a required activity for the entire externship period.

Signed: _____

Field Supervisor

Date

University Supervisor

Date

Student

Date

Note: This form was adapted from CUNY Queens College School Psychology Program

Appendix G

Fourth Year Externship Planning Form



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GRADUATE SCHOOL OF ARTS AND SCIENCES

School Psychology Externship Objectives Planning Form

Student: _____ Beginning Date: _____
Placement: _____ Ending Date: _____
Field Supervisor: _____ Supervision Hours: _____
University Supervisor: _____ Date of Planning Session: _____

Listed below are 15 Objectives for students to reach during their School Psychology Externship. Below each objective is a list of activities which could fulfill the objective.

The objectives and activities for reaching the objectives will serve as a basis for planning a unique internship experience for each student. Obviously, the experience provided at sites will differ and field supervisors will have different suggestions for reaching some of these objectives. We do not expect each site to provide every activity. Decisions concerning the plan should be made at the beginning of the externship experience. The plan may also be modified as the year progresses, however, all parties involved must discuss and approve these modifications.

1. The student will become familiar with the varied roles of practicing psychologists.

____ Allow student to accompany the psychologist during a typical day.

____ Allow student to become familiar with other psychologists and their duties in the setting.

____ Ask student to discuss issues of professional ethics and standards that relate to his or her or the supervisor's contacts with clients.

2. The student will be introduced to the organizational functioning, administration, implementation of policies, and politics of the externship placement.

____ Introduce student to various members of the staff and professional community.

____ Allow student to attend building staff meetings.

____ Ask student to inspect and report on relevant client records and record keeping systems.

____ Ask student to read and report on policies including policies for providing psychological services.

____ Allow student to interview various professionals.

____ Allow student to attend a board meeting.

____ Allow student to attend an organization meeting.

____ Allow student to attend a faculty meeting.

3. The student will gain experience in the process of referral, evaluation, remediation and the development treatment plans.

____ Allow student to attend and observe staff/committee meetings.

____ Allow student to present the results of a case evaluation to a staff/planning committee.

____ Allow student to evaluate a treatment and/or education plan for remediation clients with different handicapping conditions. *

____ Allow student to present their assessments and recommendations to staff/planning committee. *

4. The student will become acquainted with community resources that support psychological services.

____ Allow student to observe liaison meetings between supervisor and other agencies.

____ Allow student to consult with personnel from the community (e.g., medical, mental health, child welfare).

____ Allow student to coordinate case services with another community agency.

___ Allow student to visit community agencies (e.g., child welfare agency, family service agency, residential treatment center, juvenile court).

5. The student will gain experience and develop competence in clinical diagnostic interviewing.

___ Allow student to observe the supervisor interviewing students, parent and/or other relevant professional staff.

___ Allow student to conduct diagnostic clinical interviews with students, parents, and other relevant professional staff.

6. The student will gain experience and develop competence in providing consultation services.

___ Allow the student to engage in a consultation case with a parent, and/or other relevant professional staff.

___ Allow the student to work with the consultee in collecting data through a variety of means (e.g., interviews, observations, and informal assessment)

___ Ask the student to present the goals, intervention strategies, and rationale for at least one consultation case.

___ Allow the student to use the data collected to consult with parents or staff for the purpose of planning and implementing an intervention program.

___ Allow the student to systematically evaluate the consultation process by collecting process and outcome data.

___ Allow student to gain experience developing recommendations for pre-referral interventions.

7. The student will gain experience and develop competence in behavioral observation and assessment.

___ Allow student to collect behavioral data by interviewing a student, parent and/or other relevant professional staff.

___ Allow student to ignore client's behavior, identify, and systematically record data on target behaviors.

___ Allow student to conduct an environmental assessment and report on data.

8. The student will gain experience and develop competence in assessment of emotional and social adjustment.

___ Allow student to conduct and report results from comprehensive assessment of emotional and social adjustment of clients at varied age levels.

9. The student will gain experience and develop competence in intellectual assessment.

___ Allow student to observe supervisor conducting an intellectual assessment.

___ Observe student giving various intelligence tests.

___ Allow student to conduct and report results of comprehensive intellectual evaluation at the:

___ preschool or kindergarten level

___ elementary level

___ junior high level

___ high school level

___ adult

___ Allow student to observe various professionals (e.g., supervisor, education evaluator, teacher) conducting an assessment.

___ Observe student giving various academic tests.

10. The student will gain experience and develop competence in both regular and crisis intervention strategies.

- ___ Allow student to accompany the field supervisor during intervention activities.
- ___ Allow student to address referral issues raised during assessment or consultation activities with a planned program for intervention.
- ___ Allow student to implement a remediation plan.
- ___ Ask student to provide goals, interventions, and rationale for a counseling case.
- ___ Allow student to observe/participate in providing crisis intervention. *
- ___ Allow student to observe/participate in the development of a crisis intervention plan.

11. The student will gain experience and become proficient in writing comprehensive psychoeducational reports.

- ___ Ask student to write and submit case reports for assessment cases.
- ___ Ask student to write and submit case reports for consultation and intervention cases.

12. The student will demonstrate accountability for activities as a practicing psychologist.

- ___ Ask student to keep a daily log of activities. **
- ___ Allow student to collect and share effectiveness data from intervention activities.
- ___ Allow student to collect and share effectiveness data from consultation activities.
- ___ Assist student in systematically evaluating his or her effectiveness through providing fairly frequent feedback sessions.
- ___ Allow student to participate in original research or evaluation studies in the school.

13. The student will evaluate his or her personal skills and abilities to assume a role as an effective psychologist.

- ___ Ask student to review and analyze his or her impact on clients and various professionals in the setting.

14. Students will gain experience providing feedback on their assessment and recommendations to clients and staff.

- ___ Allow student to be present when supervisor gives feedback to clients, parents and/or other staff.
- ___ Allow student to give feedback, under supervision, to clients, parents and other staff.

15. Students will gain experience in counseling clients individually and in groups.

- ___ Allow student to counsel clients individually.
- ___ Allow student to counsel clients in groups.
- ___ Ask student to participate in providing group counseling or group discussion services for clients and parents.

Other activities or objectives:

•Any item followed by an * denotes a required activity. The internship site does not have to provide this activity during the 1st half of the internship, but the student must complete this activity sometime within the internship period.

** The time log is a required activity for the entire internship period.

Signed: _____

Field Supervisor

Date

University Supervisor

Date

Student

Date

*Note: This form was adapted from the form used at the CUNY Queens College School Psychology Program

ST. JOHN'S
UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

Appendix H

Fifth-Year Internship Application Form and checklist
for Non-APA Accredited Placements
(Electronic version MUST be submitted)



ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

St. John's University, New York
Psy.D. Program In School Psychology
Internship Application

Student: _____
Date Submitted: _____

Dates of Internship: From _____ To _____

Name of Internship Agency: _____
Address: _____
Phone Number: _____

Specific School or Unit where Internship will Occur: _____
Address: _____
Phone Number: _____
Professional Responsible for the Services Render at this site: _____

Supervision

Name of First Supervisor: _____

Supervisor's Highest Degree: Psy.D. Ph.D. Ed.D. Other: _____

Proposed Supervisor is a Licensed Psychologist Yes No

Proposed Supervisor is Certified in School Psychology Yes No

Name of Second

Supervisor: _____

Supervisor's Highest Degree: Psy.D. Ph.D. Ed.D. Other: _____

Proposed Supervisor is a Licensed Psychologist Yes No

Proposed Supervisor is Certified in School Psychology Yes No

State the Frequency of Face to Face Supervision: _____

Calculate the amount of time this will be spend at this Internship Experience:

Dates of Internship: _____

Number of weeks: _____

Minus 4 weeks vacation: _____

Number of hours that will be worked per week: _____

Total number of hours that will be worked: _____

Identify the Professional Activities In The Proposed Internship

Specify the activities, the portion of time you will perform these activities, and how these activities are different or similar to the activities that made up your third and fourth year field placements.

Goals of the Proposed Internship:

How Will The Goals Be Assessed:

Submitted by: _____
Approved by: _____

NON-APPIC INTERNSHIP EXPECTATION CHECKLIST

Students are to review and discuss the **GENERAL GUIDELINES, NON-APPIC INTERNSHIP EXPECTATION CHECKLIST** and **5th Year Internship Application Form for Non-Accredited Internships (Appendix H)** with their proposed internship site supervisor or the individual responsible for overseeing the internship. Students and a relevant site representative must initial and sign each expectation listed in the **NON-APPIC INTERNSHIP EXPECTATION CHECKLIST** and the **5th Year Internship Application Form for Non-Accredited Internships (Appendix H)** and submit all documentation to the School Psychology Program Administrative Assistant.

Intern Name:

Internship Site:

Proposed Internship Site Supervisor:

Site Supervisor Licensure Status:

Proposed Length of Internship:

Expectation	Intern Initials	Supervisor Initials
1. The internship site has an organized training program/ planned sequence of training experiences aimed to develop profession wide competencies in health service psychology and/or the specialty of school psychology.		
2. The internship consists of a range of activities promoting the development of the following profession-wide competencies: research, ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communication and interpersonal skills, assessment, intervention, supervision, consultation, and interprofessional/interdisciplinary skills.		
3. The internship site will have interns spend at least 25% of their time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers.		

4. Interns will spend a minimum of 600 hours of their time doing school-based activities in a school setting that cover the full breadth of a school-based experience. More specifically, there needs to be a set schedule of school-based placement and activities that reflect the full breadth of expected competencies on which students will be evaluated (see Internship Evaluation Form – Psy.D. Level V).		
5. The internship site must provide prospective interns with a dated		

written statement, brochure, or website that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for the quality of interns' work.		
6. The internship site will provide direct observation of the intern performing their internship activities.		
7. The internship application for a full-time internship reflects that it would be completed in no less than 10 months (school-based site); part-time internships may extend to no more than 24 months.		
8. The internship is a minimum of 1500 (schools; 10 months) and up to 1750 for an APPIC internship OR a 12-month non-APPIC position that meets CDSPP guidelines.		

9. The internship site indicates a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level, (b) is responsible for the integrity and quality of the internship program, and c) is employed by the setting/ training facility for a minimum of 20 hours a week. Internship programs such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into formal internship agreements with other entities, such as other school districts, clinics, or university doctoral programs.		
10. The internship program has at least two psychologists on staff available as supervisors for the intern. The primary doctoral supervisor should oversee and co-sign any work.		
11. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program.		
12. The intern requires 4 hours of supervision per week; 2 hours individual and 2-hour group or individual. Supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern for only 50% of the minimum required weekly hours of supervision.		
13. The internship program has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. A minimum of 8 hours a month are required to meet the didactic criterion.		
14. The internship program has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with		

psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on at least a monthly basis.		
15. The internship site reflects that the doctoral trainee will hold a title such as "intern," "resident," or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information in professional communications as well as in site documents (e.g., psychological reports) as long as it is accompanied by recognition of his or her doctoral intern status.		

Attestation of Student/Site

By signing below, the student and site certify that the information contained herein is factually accurate. Any student (or site) that intentionally misrepresents information to secure internship approval will be subject to sanctions up to and including removal from the program.

Non-accredited Internships

Non-accredited internship applicants (i.e. internships that are not APA-approved or APPIC-member sites) are fully aware that they have the responsibility of demonstrating that their training meets all relevant certification and licensure requirements in all states where they intend to apply.

Intern Name:

Intern Signature:

Date:

Internship Site Supervisor Name:

Internship Site Supervisor Signature:

Date:

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

Appendix I

Sample Assessment Practicum Evaluation Form



ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

St. John's University
Sample Assessment Practicum Evaluation Form – Psy.D. & M.S. Level II
Program in School Psychology

Trainee: _____ Site: _____

Supervisor: _____ From: _____ To: _____

Compared to other trainees at a similar level of training, please rate this trainee in the following areas through the use of this rating scale:

1	2	3	4	5	N/A
Extremely Inadequate	Somewhat Below Average	Average	Above Average	Extremely Skillful	Not Applicable
Significantly well below what one would expect at this level of training	Below what one expects at this level of training	About average for students you have supervised at this level	Above average for students you have supervised at this level	Among the top students you have supervised at this level	Not observed

Diagnostic/Assessment Skills						
Knowledge about diagnostic categories and criteria	1	2	3	4	5	N/A
Knowledge of varied models and methods of assessment	1	2	3	4	5	N/A
Selection of appropriate assessment tools based on student data	1	2	3	4	5	N/A
Interviewing skills	1	2	3	4	5	N/A
Administration and scoring of psychological tests	1	2	3	4	5	N/A
Assessment of developmental and learning processes	1	2	3	4	5	N/A
Interpretation of psychological tests and assessment data	1	2	3	4	5	N/A
Use of assessment data to create cognitive/academic goals and/or educational recommendations	1	2	3	4	5	N/A
Behavioral assessment skills	1	2	3	4	5	N/A
Report writing skills	1	2	3	4	5	N/A
Overall conceptualization of a case based on data	1	2	3	4	5	N/A

Gathers data from alternative sources (e.g., families and educators)	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Adequacy of recommendations	1	2	3	4	5	N/A
-----------------------------	---	---	---	---	---	-----

Overall rating of diagnostic/assessment skills	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Psychological tests used by the trainee under your supervision: _____

Additional Comments: _____

Interpersonal Relationships

Develops good working alliance with client	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Develops good working relationships with professional staff	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Develops good working relationships with paraprofessional and support staff	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Shows sensitivity to issues of diverse characteristics	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Demonstrates leadership ability	1	2	3	4	5	N/A
---------------------------------	---	---	---	---	---	-----

Responsiveness to supervision	1	2	3	4	5	N/A
-------------------------------	---	---	---	---	---	-----

Willingness to learn	1	2	3	4	5	N/A
----------------------	---	---	---	---	---	-----

Utilizes resources within and outside the organization	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Additional Comments: _____

Professional Conduct

Utilizes relevant technology when delivering services (e.g., Titanium)	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Consults with other professionals	1	2	3	4	5	N/A
-----------------------------------	---	---	---	---	---	-----

Responsible work habits (e.g., punctuality, personal appearance) 1 2 3 4 5 N/A

Meets responsibilities on time 1 2 3 4 5 N/A

Protects and maintains confidentiality of case materials 1 2 3 4 5 N/A

Conducts self in a manner consistent with professional and ethical standards 1 2 3 4 5 N/A

Has knowledge of general education and special education services to assist when making recommendations 1 2 3 4 5 N/A

Additional Comments: _____

Summary Evaluation

1. Do you recommend that this student move on to a School Psychology externship/internship field placement next fall? ____ YES ____ NO

If NO, please explain why: _____

2. Compared to other trainees at this students level, how would you rate this trainees overall ability?

____ Superior ____ Above Average ____ Average ____ Below Average ____ Very Below Average

3. What letter grade would you assign the trainee for his or her overall performance during this evaluation period?

A A- B+ B B- C+ C C- D+ D F

Supervisor's Signature: _____ Date: _____

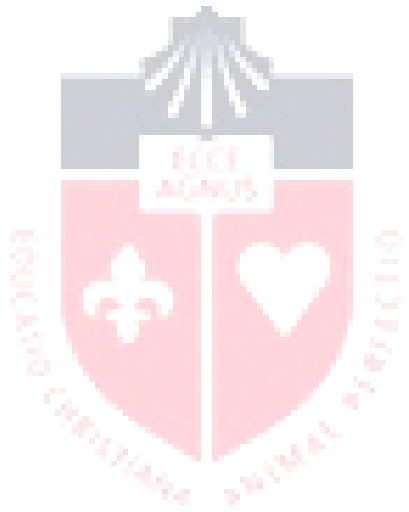
I have read this evaluation and accept the feedback, evaluation, and grading from this instructor.

Student's Signature: _____ Date: _____

Thank you for your cooperation in completing the evaluation form.

Appendix J

Sample Third Year Externship Evaluation Form



ST. JOHN'S
UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

St. John's University
Sample Externship Evaluation Form – Psy.D. Level III
Program in School Psychology

Trainee: _____ Site: _____

Supervisor: _____ From: _____ To: _____

Compared to other trainees at a similar level of training, please rate this trainee in the following areas through the use of this rating scale:

1	2	3	4	5	N/A
Extremely Inadequate	Somewhat Below Average	Average	Above Average	Extremely Skillful	Not Applicable
Significantly well below what one would expect at this level of training	Below what one expects at this level of training	About average for students you have supervised at this level	Above average for students you have supervised at this level	Among the top students you have supervised at this level	Not observed

Diagnostic/Assessment Skills						
Knowledge about diagnostic categories and criteria	1	2	3	4	5	N/A
Knowledge of varied models and methods of assessment	1	2	3	4	5	N/A
Selection of appropriate assessment tools based on student data	1	2	3	4	5	N/A
Interviewing skills	1	2	3	4	5	N/A
Administration and scoring of psychological tests	1	2	3	4	5	N/A
Assessment of developmental and learning processes	1	2	3	4	5	N/A
Interpretation of psychological tests and assessment data	1	2	3	4	5	N/A
Use of assessment data to create cognitive/academic goals and measure progress	1	2	3	4	5	N/A
Behavioral assessment skills	1	2	3	4	5	N/A
Report writing skills	1	2	3	4	5	N/A
Overall conceptualization of a case based on data	1	2	3	4	5	N/A

Gathers data from alternative sources (e.g., families, educators, and other in the community)	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Adequacy of recommendations	1	2	3	4	5	N/A
-----------------------------	---	---	---	---	---	-----

Quality of feedback conferences with parents and teachers	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Overall rating of diagnostic/assessment skills	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Psychological tests used by the trainee under your supervision: _____

Additional Comments: _____

Psychotherapy, Counseling, Consultation and Behavior Change Skills

Demonstrates knowledge of consultation techniques and theory	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Demonstrates knowledge of human development and learning processes	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Demonstrates knowledge of the influence of social, cultural, ethnic and linguistic factors on development and learning	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Develops initial intervention planning	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Develops good working alliance with change agent	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Collaborates with other professionals in planning and decision making for individuals, groups and the school	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Counseling skills	1	2	3	4	5	N/A
-------------------	---	---	---	---	---	-----

Consultation skills	1	2	3	4	5	N/A
---------------------	---	---	---	---	---	-----

Behavior therapy	1	2	3	4	5	N/A
------------------	---	---	---	---	---	-----

Develops appropriate behavioral, affective, adaptive and social goals for students with different abilities and needs	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Develops appropriate cognitive and academic interventions for students with different abilities and needs	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Ability to re-assess progress and develop new intervention plans	1	2	3	4	5	N/A
Provides prevention and intervention programming to promote mental health and students' well being	1	2	3	4	5	N/A
Evaluates service outcomes and measurement of student progress	1	2	3	4	5	N/A
Uses empirical research to determine appropriate interventions, programs and services	1	2	3	4	5	N/A
Ability to collaborate with parents and teachers	1	2	3	4	5	N/A
Overall rating of intervention skills	1	2	3	4	5	N/A
Additional Comments: _____						

Professional Conduct						
Develops good working relationships with professional staff	1	2	3	4	5	N/A
Develops good working relationships with paraprofessional and support staff	1	2	3	4	5	N/A
Shows sensitivity to issues of diverse characteristics	1	2	3	4	5	N/A
Demonstrates leadership ability	1	2	3	4	5	N/A
Responsiveness to supervision	1	2	3	4	5	N/A
Willingness to learn	1	2	3	4	5	N/A
Utilizes resources within and outside the organization	1	2	3	4	5	N/A
Utilizes relevant technology when delivering services	1	2	3	4	5	N/A
Consults with other professionals	1	2	3	4	5	N/A
Responsible work habits (e.g., punctuality, personal appearance)	1	2	3	4	5	N/A
Meets responsibilities on time	1	2	3	4	5	N/A

Protects and maintains confidentiality of case materials 1 2 3 4 5 N/A

Conducts self in a manner consistent with professional and ethical standards 1 2 3 4 5 N/A

Has knowledge of general education and special education services 1 2 3 4 5 N/A

Works towards using school policies to create an effective learning environment for all 1 2 3 4 5 N/A

Shows a desire to be a life-long learner (e.g., stays current with the literature, expresses a desire to continue to learn) 1 2 3 4 5 N/A

Additional Comments: _____

Summary Evaluation

1. How likely would you recommend that this student be hired for a position if one became open in your district or school?

_____ Very Likely _____ Likely _____ Unsure _____ Unlikely _____ Very Unlikely

2. Compared to other trainees at this students level, how would you rate this trainees overall ability?

_____ Superior _____ Above Average _____ Average _____ Below Average _____ Very Below Average

3. What letter grade would you assign the trainee for his or her overall performance during this evaluation period?

A A- B+ B B- C+ C C- D+ D F

Supervisor's Signature: _____ Date: _____

Position or Title: _____

Certified School Psychologist: _____ Yes _____ No

Licensed School Psychologist: _____ Yes _____ No

Student's Signature: _____ Date: _____

Thank you for your cooperation in completing the evaluation form.

Please mail to: Program Director, PsyD in School Psychology

St. John's University

8000 Utopia Parkway

Jamaica, NY 11439

Appendix K

Sample Fourth Year Externship Evaluation Form



ST. JOHN'S
UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

St. John's University
Sample Externship Evaluation Form – Psy.D. Level IV
Program in School Psychology

Trainee: _____ Site: _____

Supervisor: _____ From: _____ To: _____

Compared to other trainees at a similar level of training, please rate this trainee in the following areas through the use of this rating scale:

1	2	3	4	5	N/A
Extremely Inadequate	Somewhat Below Average	Average	Above Average	Extremely Skillful	Not Applicable
Significantly well below what one would expect at this level of training	Below what one expects at this level of training	About average for students you have supervised at this level	Above average for students you have supervised at this level	Among the top students you have supervised at this level	Not observed

Diagnostic/Assessment Skills						
Knowledge about diagnostic categories and criteria	1	2	3	4	5	N/A
Knowledge of varied models and methods of assessment	1	2	3	4	5	N/A
Selection of appropriate assessment tools based on client data	1	2	3	4	5	N/A
Interviewing skills	1	2	3	4	5	N/A
Administration and scoring of psychological tests	1	2	3	4	5	N/A
Assessment of related developmental and learning processes	1	2	3	4	5	N/A
Interpretation of psychological tests and assessment data	1	2	3	4	5	N/A
Use of assessment data to create cognitive/academic goals and measure progress	1	2	3	4	5	N/A
Behavioral assessment skills	1	2	3	4	5	N/A
Session progress notes and report writing skills	1	2	3	4	5	N/A
Overall conceptualization of a case based on data	1	2	3	4	5	N/A

Gathers data from alternative sources when necessary (e.g., families, educators, and other in the community)	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Adequacy of recommendations	1	2	3	4	5	N/A
-----------------------------	---	---	---	---	---	-----

Quality of feedback conferences with parents and/or staff	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Overall rating of diagnostic/assessment skills	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Psychological tests used by the trainee under your supervision: _____

Additional Comments: _____

Psychotherapy, Counseling, Consultation and Behavior Change Skills

Demonstrates knowledge of psychotherapeutic and consultation techniques and theory	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Demonstrates knowledge of human development and learning processes as it applies to interventions	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Demonstrates knowledge of the influence of social, cultural, ethnic and linguistic factors on development, learning, and behavior	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Develops initial intervention/treatment plan	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Develops good working alliance with change agent	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Collaborates with other professionals in planning and decision making for individuals, groups and the facility	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Counseling skills	1	2	3	4	5	N/A
-------------------	---	---	---	---	---	-----

Consultation skills	1	2	3	4	5	N/A
---------------------	---	---	---	---	---	-----

Behavior therapy	1	2	3	4	5	N/A
------------------	---	---	---	---	---	-----

Develops appropriate behavioral, affective, adaptive and social goals for clients with different abilities and needs	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Develops appropriate interventions for clients with different abilities and needs	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Demonstrates ability to re-assess progress and develop new intervention plans	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Provides prevention and intervention programming to promote mental health	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Evaluates service outcomes and measurement of client progress	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Uses empirical research to determine appropriate interventions, programs and services	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Ability to collaborate with parents and staff	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Overall rating of intervention skills	1	2	3	4	5	N/A
---------------------------------------	---	---	---	---	---	-----

Additional Comments: _____

Professional Conduct

Develops good working relationships with professional staff	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Develops good working relationships with paraprofessional and support staff	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Shows sensitivity to issues of diverse characteristics	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Demonstrates leadership ability	1	2	3	4	5	N/A
---------------------------------	---	---	---	---	---	-----

Responsiveness to supervision	1	2	3	4	5	N/A
-------------------------------	---	---	---	---	---	-----

Willingness to learn	1	2	3	4	5	N/A
----------------------	---	---	---	---	---	-----

Utilizes resources within and outside the organization	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Utilizes relevant technology when delivering services	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Consults with other professionals	1	2	3	4	5	N/A
-----------------------------------	---	---	---	---	---	-----

Responsible work habits (e.g., punctuality, personal appearance)	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Meets responsibilities on time	1	2	3	4	5	N/A
--------------------------------	---	---	---	---	---	-----

Protects and maintains confidentiality of case materials	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Conducts self in a manner consistent with professional and ethical standards	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Has knowledge of the law as it may pertain to service provision (general education and special education law)	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Shows a desire to be a life-long learner (e.g., stays current with the literature, expresses a desire to continue to learn)	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Additional Comments: _____

Summary Evaluation

1. How likely would you recommend that this student be hired for a position if one became open in your facility?

____ Very Likely ____ Likely ____ Unsure ____ Unlikely ____ Very Unlikely

2. Compared to other trainees at this students level, how would you rate this trainees overall ability?

____ Superior ____ Above Average ____ Average ____ Below Average ____ Very Below Average

3. What letter grade would you assign the trainee for his or her overall performance during this evaluation period?

A A- B+ B B- C+ C C- D+ D F

Supervisor's Signature: _____ Date: _____

Position or Title: _____

Certified School Psychologist: ____ Yes ____ No

Licensed School Psychologist: ____ Yes ____ No

Student's Signature: _____ Date: _____

Thank you for your cooperation in completing the evaluation form.

Please mail to: Director, PsyD in School Psychology

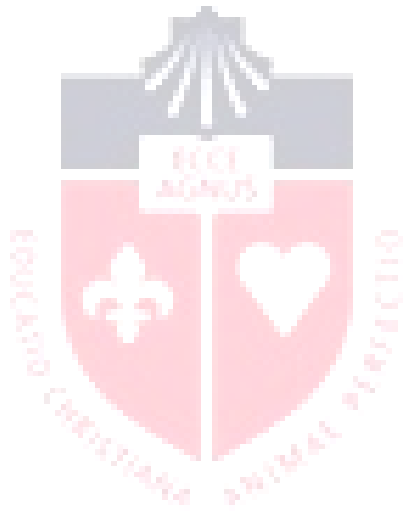
St. John's University

8000 Utopia Parkway

Jamaica, NY 11439

Appendix L

Sample Intervention Practicum Evaluation Form



ST. JOHN'S
UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

St. John's University
Sample Intervention Practicum Evaluation Form – Psy.D. Level IV
Program in School Psychology

Trainee: _____ Site: _____

Supervisor: _____ From: _____ To: _____

Compared to other trainees at a similar level of training, please rate this trainee in the following areas through the use of this rating scale:

1	2	3	4	5	N/A
Extremely Inadequate	Somewhat Below Average	Average	Above Average	Extremely Skillful	Not Applicable
Significantly well below what one would expect at this level of training	Below what one expects at this level of training	About average for students you have supervised at this level	Above average for students you have supervised at this level	Among the top students you have supervised at this level	Not observed

Intake/Monitoring Progress and Record Keeping Skills

Knowledge about diagnostic categories and criteria 1 2 3 4 5 N/A

Knowledge of varied models and methods of assessment 1 2 3 4 5 N/A

Selection of appropriate assessment tools 1 2 3 4 5 N/A

Interviewing skills 1 2 3 4 5 N/A

Administration and scoring of psychological tests 1 2 3 4 5 N/A

Assessment of developmental and learning processes 1 2 3 4 5 N/A

Interpretation of psychological tests and assessment data 1 2 3 4 5 N/A

Behavioral assessment skills 1 2 3 4 5 N/A

Quality of session notes 1 2 3 4 5 N/A

Overall record keeping 1 2 3 4 5 N/A

Report writing skills 1 2 3 4 5 N/A

Gathers data from alternative sources (e.g., families and educators) when necessary 1 2 3 4 5 N/A

Overall rating of diagnostic/assessment skills	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Additional Comments: _____

Interpersonal Relationships

Develops good working alliance with client	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Develops good working relationships with professional staff	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Develops good working relationships with paraprofessional and support staff	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Shows sensitivity to issues of diverse characteristics	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Demonstrates leadership ability	1	2	3	4	5	N/A
---------------------------------	---	---	---	---	---	-----

Responsiveness to supervision	1	2	3	4	5	N/A
-------------------------------	---	---	---	---	---	-----

Willingness to learn	1	2	3	4	5	N/A
----------------------	---	---	---	---	---	-----

Utilizes resources within and outside the Center	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Additional Comments: _____

Treatment Planning and Case Conceptualization

Development of case conceptualization based on all available data	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Development of case conceptualization based on empirical knowledge of the presenting problem	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Development of an empirically supported treatment plan	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Interventions logically follow from a theory and case conceptualization	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Demonstrates knowledge of human development and learning processes as they relate to a case	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Demonstrates knowledge of the influence of social, cultural, ethnic, and linguistic factors on development and behavior	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Collaborates with other professionals in planning and decision making	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Additional Comments: _____

Quality of Intervention

Development of a therapeutic alliance with the identified client and/or family	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Development of an agenda for each session and sought agreement of the client for the agenda	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Use of homework where appropriate	1	2	3	4	5	N/A
-----------------------------------	---	---	---	---	---	-----

Uses empirical research to determine appropriate interventions	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Develops appropriate interventions for clients with different abilities and needs	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Ability to re-assess progress and develop new intervention plans	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Evaluates service outcomes and measurement of client progress	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Overall rating of intervention skills	1	2	3	4	5	N/A
---------------------------------------	---	---	---	---	---	-----

Additional Comments: _____

Professional Conduct

Utilizes relevant technology when delivering services (e.g., Titanium)	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Consults with other professionals/provides feedback to colleagues	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Responsible work habits (e.g., punctuality, personal appearance) 1 2 3 4 5 N/A

Meets responsibilities on time 1 2 3 4 5 N/A

Protects and maintains confidentiality of case materials 1 2 3 4 5 N/A

Conducts self in a manner consistent with professional and ethical standards 1 2 3 4 5 N/A

Has knowledge of general education and special education services to assist when making recommendations 1 2 3 4 5 N/A

Additional Comments: _____

Summary Evaluation

1. Do you recommend that this student move on to their final School Psychology internship placement next fall? YES NO

If NO, please explain why: _____

2. Compared to other trainees at this students level, how would you rate this trainees overall ability?

____ Superior ____ Above Average ____ Average ____ Below Average ____ Very Below Average

3. What letter grade would you assign the trainee for his or her overall performance during this evaluation period?

A A- B+ B B- C+ C C- D+ D F

Supervisor's Signature: _____ Date: _____

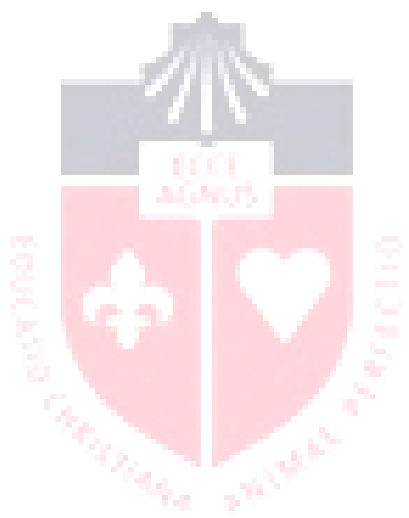
I have read this evaluation and accept the feedback, evaluation, and grading from this instructor.

Student's Signature: _____ Date: _____

Thank you for your cooperation in completing the evaluation form.

Appendix M

Sample Fifth Year Internship Evaluation Form



ST. JOHN'S
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ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

St. John's University
Sample Internship Evaluation Form – Psy.D. Level V
Program in School Psychology

Trainee: _____ Site: _____

Supervisor: _____ From: _____ To: _____

Compared to other trainees at a similar level of training, please rate this trainee in the following areas through the use of this rating scale:

1	2	3	4	5	N/A
Extremely Inadequate	Somewhat Below Average	Average	Above Average	Extremely Skillful	Not Applicable
Significantly well below what one would expect at this level of training	Below what one expects at this level of training	About average for students you have supervised at this level	Above average for students you have supervised at this level	Among the top students you have supervised at this level	Not observed

Diagnostic/Assessment Skills						
Knowledge about diagnostic categories and criteria	1	2	3	4	5	N/A
Knowledge of varied models and methods of assessment	1	2	3	4	5	N/A
Selection of appropriate assessment tools based on student data	1	2	3	4	5	N/A
Interviewing skills	1	2	3	4	5	N/A
Administration and scoring of psychological tests	1	2	3	4	5	N/A
Assessment of developmental and learning processes	1	2	3	4	5	N/A
Interpretation of psychological tests and assessment data	1	2	3	4	5	N/A
Use of assessment data to create cognitive/academic goals and measure progress	1	2	3	4	5	N/A
Behavioral assessment skills	1	2	3	4	5	N/A
Report writing skills	1	2	3	4	5	N/A
Overall conceptualization of a case based on data	1	2	3	4	5	N/A

Gathers data from alternative sources (e.g., families, educators, and other in the community)	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Adequacy of recommendations	1	2	3	4	5	N/A
-----------------------------	---	---	---	---	---	-----

Quality of feedback conferences with parents and teachers	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Overall rating of diagnostic/assessment skills	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Psychological tests used by the trainee under your supervision: _____

Additional Comments: _____

Psychotherapy, Counseling, Consultation and Behavior Change Skills

Demonstrates knowledge of consultation techniques and theory	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Demonstrates knowledge of human development and learning processes	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Demonstrates knowledge of the influence of social, cultural, ethnic and linguistic factors on development and learning	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Develops initial intervention planning	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Develops good working alliance with change agent	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Collaborates with other professionals in planning and decision making for individuals, groups and the school	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Counseling skills	1	2	3	4	5	N/A
-------------------	---	---	---	---	---	-----

Consultation skills	1	2	3	4	5	N/A
---------------------	---	---	---	---	---	-----

Behavior therapy	1	2	3	4	5	N/A
------------------	---	---	---	---	---	-----

Develops appropriate behavioral, affective, adaptive and social goals for students with different abilities and needs	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Develops appropriate cognitive and academic interventions for students with different abilities and needs	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Ability to re-assess progress and develop new intervention plans	1	2	3	4	5	N/A
Provides prevention and intervention programming to promote mental health and students' well being	1	2	3	4	5	N/A
Evaluates service outcomes and measurement of student progress	1	2	3	4	5	N/A
Uses empirical research to determine appropriate interventions, programs and services	1	2	3	4	5	N/A
Ability to collaborate with parents and teachers	1	2	3	4	5	N/A
Overall rating of intervention skills	1	2	3	4	5	N/A
Additional Comments: _____						

Professional Conduct						
Develops good working relationships with professional staff	1	2	3	4	5	N/A
Develops good working relationships with paraprofessional and support staff	1	2	3	4	5	N/A
Shows sensitivity to issues of diverse characteristics	1	2	3	4	5	N/A
Demonstrates leadership ability	1	2	3	4	5	N/A
Responsiveness to supervision	1	2	3	4	5	N/A
Willingness to learn	1	2	3	4	5	N/A
Utilizes resources within and outside the organization	1	2	3	4	5	N/A
Utilizes relevant technology when delivering services	1	2	3	4	5	N/A
Consults with other professionals	1	2	3	4	5	N/A
Responsible work habits (e.g., punctuality, personal appearance)	1	2	3	4	5	N/A
Meets responsibilities on time	1	2	3	4	5	N/A

Protects and maintains confidentiality of case materials 1 2 3 4 5 N/A

Conducts self in a manner consistent with professional and ethical standards 1 2 3 4 5 N/A

Has knowledge of general education and special education services 1 2 3 4 5 N/A

Works towards using school policies to create an effective learning environment for all 1 2 3 4 5 N/A

Shows a desire to be a life-long learner (e.g., stays current with the literature, expresses a desire to continue to learn) 1 2 3 4 5 N/A

Additional Comments: _____

Summary Evaluation

1. How likely would you recommend that this student be hired for a position if one became open in your district or school?

_____ Very Likely _____ Likely _____ Unsure _____ Unlikely _____ Very Unlikely

2. Compared to other trainees at this students level, how would you rate this trainees overall ability?

_____ Superior _____ Above Average _____ Average _____ Below Average _____ Very Below Average

3. What letter grade would you assign the trainee for his or her overall performance during this evaluation period?

A A- B+ B B- C+ C C- D+ D F

Supervisor's Signature: _____ Date: _____

Position or Title: _____

Certified School Psychologist: _____ Yes _____ No

Licensed School Psychologist: _____ Yes _____ No

Student's Signature: _____ Date: _____

Thank you for your cooperation in completing the evaluation form.

Please mail to: Director, PsyD in School Psychology

St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

Appendix N

Annual Student Progress Report



ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

Student Review Workbook-Official - BLANK [Compatibility Mode] - Microsoft Excel

Home Insert Page Layout Formulas Data Review View Developer

PsyD Students - Admitted to Original Class


Competency Areas

Supervisor Ratings

Faculty Ratings
1=Problematic 2=Satisfactory 3=Exemplary


Use this space to comment on any unsatisfactory ratings you make for any student and annotate with your initials.

Comments

1  GPA:
Advisor:
Mentor:


Academics	Clinical Skills	Interpersonal Skills	Responsibility
P1	P2	I/E	DF
MT	ZZ	RD	SO
TD	EB	MS	DL
AB			

Comments

2  GPA:
Advisor:
Mentor:


Academics	Clinical Skills	Interpersonal Skills	Responsibility
P1	P2	I/E	DF
MT	ZZ	RD	SO
TD	EB	MS	DL
AB			

Comments

3  GPA:
Advisor:
Mentor:

Academics	Clinical Skills	Interpersonal Skills	Responsibility
P1	P2	I/E	DF
MT	ZZ	RD	SO
TD	EB	MS	DL
AB			

Comments

4  GPA:
Advisor:
Mentor:

Academics	Clinical Skills	Interpersonal Skills	Responsibility
P1	P2	I/E	DF
MT	ZZ	RD	SO
TD	EB	MS	DL
AB			

Comments

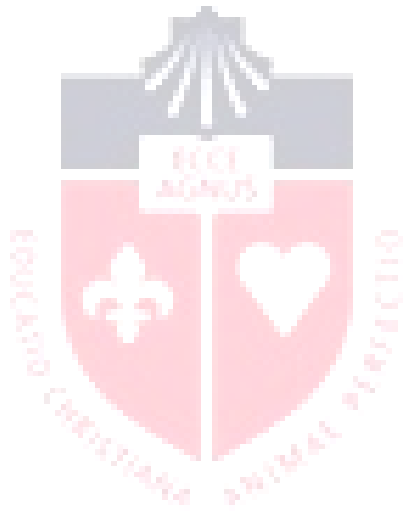
Ready

ST. JOHN'S
UNIVERSITY

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Appendix O

A Philosophy of Best Practices in Conducting Psychoeducational Assessments



ST. JOHN'S
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A Philosophy of Best Practices in Conducting Psychoeducational Assessments

1. The fundamental question. All efforts and activities conducted in regard to the process of assessment, including pre-referral activities, should seek to answer the fundamental question, “why is the student unable to learn normally within the context of the regular classroom?”
2. Hypothesis driven assessment. Assessment is driven by a priori and a posteriori hypotheses. The fundamental a priori hypothesis is that the cause of the individual’s learning difficulties is due to factors external to the individual. That is, assessment is conducted with the notion that there is nothing wrong with the individual and that systemic, ecological, or environmental factors are the primary reason for the observed learning problems. This hypothesis is retained when all plausible external factors have been ruled out as the primary cause of the observed difficulties. This hypothesis is rejected when the collected data suggest that the observed difficulties are the result of intrinsic dysfunction (e.g., cognitive processing deficits).
3. Focused assessment. Assessments should be focused on gathering data to answer specific questions and to test a priori hypotheses. Assessment should not be exploratory in nature and needlessly broad or vague. Assessment should not be conducted in a manner that seeks to uncover whatever dysfunction might arise by chance. Assessment is a hunting trip that targets specific game, not a fishing trip that casts a wide net to see what might be pulled in. In addition, procedures such as observation and interview should be as focused as all other activities with respect to the gathering of information that is relevant to answering specific questions, testing a priori hypotheses, and addressing well defined referral concerns.
4. No “standard battery.” Assessments should be designed to meet the particular circumstances of the referral and idiosyncrasies of the individual. The use of a “standard battery” in assessment is antithetical to this notion, represents an unacceptable method of practice, and violates the legal mandates which specify that assessments must be appropriate and individualized.
5. No routine testing. Testing may or may not be a part of assessment. The use of standardized tests is not always a necessary component of every assessment and should not be used on a routine basis. When standardized tests are deemed necessary, a battery should be organized and individualized to answer specific, referral-relevant questions and test a priori hypotheses. The administration of unnecessary tests or those that are superfluous to the referral is invasive and should be avoided.
6. Systematic assessment. Assessment should be systematic, logical, and guided by an established framework that is specifically designed to focus on the areas of functioning that are relevant to the referral. Where necessary or relevant, assessment activities should be conducted in a manner that reduces potential bias or discrimination to the maximum extent possible.
7. Consider all data as important. Data gathered from activities other than testing, such as from observations, interviews, record reviews, authentic assessment, work samples, and so forth, are to be accorded equal weight in the determination of the causes of an individual’s presumed or observed learning difficulties.
8. Multiple, corroborating data sources. Decisions regarding the feasibility of and given factor or factors as the primary cause of the individual’s reported difficulties must not be based on only one procedure or data source. Diagnostic decisions should always be based on corroborating evidence from multiple sources and types of data.
9. Link assessment to intervention. Psychoeducational assessment reports should reflect the process outlined above and must answer the fundamental question regarding the cause of the individual’s reported or observed learning difficulties. The report reflects the professional opinion of the assessor and should include a clear description and summary of the findings, a diagnosis (if applicable), and specific recommendations for intervention.
10. Limits of competency. Students should not engage in any assessment activities for which they have no training or competency, unless such activities are conducted under the close supervision and guidance of a practitioner who possesses the necessary knowledge and expertise to guide the student and the assessment.

Appendix P

Comprehensive Examination Scoring Rubric



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This rubric was adapted from the NCSP Case Study to provide feedback on specific areas of your assessment case write-up. School psychologists are expected to have knowledge of assessment-related issues including operationalizing referral concerns, selecting assessment instruments, designing interventions, offering recommendations, and collaborating effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be completed by the evaluator. Students must receive a minimum of 80 points out of the possible 100 points to receive a passing evaluation.

Section 1: Reason and Purpose of Evaluation		4 = Good	3 = Fair	2 = Poor	1 = Fail
1	The reason and purpose of the evaluation are clearly defined.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The evaluation is operationalized via collaborative efforts comprising pre-referral data, current information, or existing records (e.g., reading referral is based on teacher interview as a reading decoding issue; team review of current IEP goals and objectives).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Existing data and information are examined with respect to a wide range of possible considerations relevant to social, emotional, environmental, familial, cultural, linguistic, and school factors.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Examination and review of pre-referral data, current information, or existing records is used to assess the need and extent of the evaluation and to guide further efforts in assessment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 1 total score = 16/16					
Section 2: Assessment Planning		4 = Good	3 = Fair	2 = Poor	1 = Fail
5	Hypotheses regarding the direction of the evaluation were generated through collaboration with teachers and parents and the extant literature.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Multiple sources of data collection methods were considered (e.g., standardized measures, interviews, work samples, progress monitoring data, behavioral observations, etc.) that would allow the evaluator to examine each proposed hypothesis.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Hypotheses reflect an awareness of the complexity of learning and behavioral, and emotional issues (e.g., physical, social, emotional, environmental, cultural, linguistic, and cognitive factors).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 2 total score = 12/12					
Section 3: Evaluation/Interpretation		4 = Good	3 = Fair	2 = Poor	1 = Fail
8	Instruments and procedures appropriate to the reason and purpose of the evaluation as well as examinee needs and characteristics (e.g., age, cultural/linguistic differences, rapport development, length of testing considerations, special needs of examinee).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Evaluation was based on a systematic approach (e.g., cross-battery assessment, nondiscriminatory assessment; curriculum-based assessment procedures; multi-method assessment, or integrates rating scales/measures of pathology, behavioral observations, and clinical interviews).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Follow-up measures are administered where needed and/or additional data collection methods were utilized when necessary and appropriate.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Interpretation of data moves from global to specific performance, evaluates stated hypotheses, and integrates possible non-cognitive factors on test performance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Evaluator identified conditions, situations or stimuli under which examinee's performance varies (e.g., task stimuli, behavioral differences across classes, teachers, home versus school differences).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Areas assessed within the evaluation addressed the main elements regarding the reason and purpose of the evaluation and were guided by current theory and research.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3 total score = 24/24

Section 4: Diagnostic Impressions/Conclusions		4 = Good	3 = Fair	2 = Poor	1 = Fail
14	An appropriate and defensible conceptual framework was applied in addressing the reason and purpose of the evaluation to generate the necessary and relevant data.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	The assessment data and information were integrated across domains in an appropriate and defensible manner to arrive at conclusions and inferences which correctly explain the available data including contradictory or anomalous findings.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	The diagnostic impression is consistent with a sound theoretical, legal, or other evidence-based framework and fully supported by the available data.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4 total score = 12/12

Section 5: Intervention/Recommendations		4 = Good	3 = Fair	2 = Poor	1 = Fail
17	Intervention/recommendation selections are the result of systematic data-based decision making.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Interventions/recommendations are empirically supported.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Interventions/recommendations are appropriate to the needs of the student, including attention to characteristics related to diversity (e.g., type of disability, linguistic differences).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5 total score = 12/12

Section 6: Legal/Ethical Considerations		4 = Good	3 = Fair	2 = Poor	1 = Fail
20	Relevant aspects of the assessment complied with applicable ethical and professional standards.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Relevant aspects of the assessment complied with applicable federal and state legal and statutory regulations.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	The assessment was consistent with best practices that reflect the philosophy of the program.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6 total score = 12/12

Section 7: Evaluation of Written Component		4 = Good	3 = Fair	2 = Poor	1 = Fail
23	The writing is logical, well organized, and clear.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	The writing is grammatically correct, free of typographical/spelling errors, and readily comprehensible.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	The writing presents a persuasive and convincing opinion regarding the findings.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7 total score = 12/12

EXAM TOTAL SCORE = 100/100

PASS ☒ FAIL ☐

Evaluator's Signature: _____

Date: _____

Comments:

Consultation Comprehensive Examination Scoring Rubric

Student ID #: _____

This rubric was adapted from the NCSP Case Study to provide feedback on specific areas of your consultation case write-up and used to score your exam. School psychologists are expected to have knowledge of behavioral, mental health, collaborative and other consultation models and methods of their application to particular situations along with the ability to collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. Students must receive a minimum of 80 points out of the possible 100 points to receive a passing evaluation.

Section 1: Problem Identification		3 = Good	2 = Fair	1 = Poor	0 = Fail
1	Baseline includes the student behavior and peer/grade norms.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The target behavior/problem is correctly identified, prioritized, operationally defined (observable, measurable, quantifiable).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The consultant and the consultee collaboratively develop a treatment goal: (s) including audience, behavior, degree/criterion, and context.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Treatment goal includes audience, behavior, degree/criterion and context	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Parents/guardians and teachers are involved in the problem- identification process. If parents/guardians not involved, explain why.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 1 total score = 15/15

Section 2: Problem Analysis		3 = Good	2 = Fair	1 = Poor	0 = Fail
6	Hypotheses are generated through collaboration with teacher and/or parent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	There are multiple sources of data (e.g., interviews, direct observation, questionnaires) from multiple individuals (e.g., teacher, parent, student) that converge on each proposed hypothesis. If they do not converge, explain why that might be.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	All relevant information is used to generate hypotheses regarding the function of the student's behavior including:	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	- Setting events	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	- Consequences	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural). <i>Note: This item applies to all consultees and clients regardless of their race, religion, ethnicity, nationality, etc.</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2 total score = 18/18

Section 3: Intervention from Consultation		3 = Good	2 = Fair	1 = Poor	0 = Fail
12	Intervention(s) selection is based on data from problem analysis and hypothesis testing (intervention must be linked to assessment)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis) for the target problem and research are cited/presented	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Intervention(s) are selected following the model for least intrusive interventions (i.e. Level 1) prior to moving to a more intrusive interventions through the hierarchy (i.e. Level 2, 3 and 4).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Intervention(s) is developed collaboratively with parent/teacher and implemented by the consultee (i.e., demonstrates that this is a consultation case versus an intervention case)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Intervention plan includes relevant: - Antecedent-based strategies (prevention)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	- Replacement skill instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	- Consequence-based strategies (reinforcement)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. For example, logistics of setting, time, resources, and personnel are included in the intervention plan.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Acceptability of intervention is verified	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21	Intervention selection considers unintended outcomes or limitations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Treatment integrity checklist is used by the consultee for self-monitoring, and by the consultant during direct observation of plan implementation (e.g. observation occurs a minimum of 2 times).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Following treatment integrity observations, consultant provides feedback to the consultee regarding implementation and recommendations for improvement.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3 total score = 36/36

Section 4: Evaluation		3=Good	2=Fair	1=Poor	0=Fail
24	Single-case design was correctly specified (e.g., changing criterion, AB, multiple baseline, reversal, alternating treatment, etc.) and limitations with selected design are discussed	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Graphing conventions are all included (e.g. axis labels, phase labels, black and white, etc.).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Progress monitoring data are reviewed and analyzed for effectiveness compared to baseline. If success is limited, explain why this might be.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	Visual analysis of graphs (level, trend, immediacy, variability) is used to describe data and inform adjustments if deemed necessary.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	Calculation of effect size demonstrating impact of intervention on client. If effect size does not demonstrate an impact, explain why there may not have been an impact (e.g., discuss variables that may have impacted treatment outcome). Note: Must explain how effect size was calculated.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	Generalization strategies are incorporated in intervention plan (e.g. supporting behavior across different settings, people, times). Results of generalization are reported and graphed. If time allows for implementation.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	Maintenance strategies (or modification if necessary) are considered based upon collaborative examination of effectiveness data.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4 total score = 21/21

Section 5: Legal/Ethical Considerations		3=Good	2=Fair	1=Poor	0=Fail
31	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines. Communication as to which guidelines were complied with and how so should be indicated.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5 total score = 3/3

Section 6: Evaluation of Written Component		3=Good	2=Fair	1=Poor	0=Fail
32	The written component of the examination was clear and demonstrated that the candidate is able to write in a manner reflective of the graduate degree. (e.g. grammatically correct, free of typographical errors, spelling, APA format, etc.).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6 total score = 3/3

Section 5: Evaluation of Support Materials		3=Good	2=Fair	1=Poor	0=Fail
31	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines. Communication as to which guidelines were complied with and how so should be indicated.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5 total score = 4/4

EXAM TOTAL SCORE = 100/100

PASS ☒ **FAIL** ☐

Evaluator's Signature: _____

Date: _____

Comments:

This rubric was adapted from the NCSP Case Study to provide feedback on specific areas of your assessment case write-up. School psychologists are expected to have knowledge of behavioral, mental health, collaborative, and other consultation models and methods, their application to particular situation, and the ability to collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be completed by a faculty member. Students must receive a minimum of 80 points out of the possible 100 points to receive a passing evaluation.

1	The presenting problems were collaboratively identified using teacher(s), parent(s), and child reports. Explanation was provided if this criterion was not met.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 1: Problem Identification		4 = Good	3 = Fair	2 = Poor	1 = Fail
2	The problem was assessed using multiple methods of data collection (e.g., paper and pencil questionnaires, observation, interviews with multiple informants a functional behavior analysis, exploration of intervening cognitions. An explanation was provided if this criterion was not met).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The target behaviors were operationally defined.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The target behaviors were discussed in the context of appropriate developmental expectations (ex. norms, grade level expectations, age expectations).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Baseline measures of the target problem behaviors were obtained (measures should reflect current evidence-based methodology).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 1 total score = 20/20					
Section 2: Case Conceptualization		4 = Good	3 = Fair	2 = Poor	1 = Fail
6	A case conceptualization was generated that integrated information collected from multiple informants and measures. Explanation was provided if this criterion was not met.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The case conceptualization reflected an awareness of issues of diversity (e.g., physical, social, class, linguistic, religious, cultural).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	The case conceptualization was based on an evidence-based theory or empirical findings and logically followed from these positions.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	The case conceptualization included hypothetical mediating variables proposed by theories that were clearly separated from the outcome measures.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	The case conceptualization was re-formulated if the interventions failed to result in positive results.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 2 total score = 20/20					
Section 3: Intervention		4 = Good	3 = Fair	2 = Poor	1 = Fail
11	The intervention was clearly defined and followed from the case conceptualization and FBA.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	An agreement on the goals of therapy was accomplished to form a good therapeutic alliance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	An explanation of the intervention was provided to the client and the client understood and consented to the intervention.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Interventions reflected the best evidence-based practice. Explanation was provided for why the intervention was used if this criterion was not met.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	If multiple problems exist that required intervention, a rationale was provided concerning which order that the problems were treated.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Interventions were modified, adapted, or terminated as was necessary by their unacceptability to stakeholders, ruptures in the alliance or ineffectiveness (if not applicable, score as effective).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Plan for the continued course of therapy, termination, or follow-up is presented. Explanation was provided if this criterion was not met.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18	Strategies for maintaining effect after termination (ex. attaining transfer/generalization of outcomes to other settings) were devised and their evidence based discussed (if the case is on-going, score as effective).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Section 3 total score = 32/32

Section 4: Evaluation 4 = Good 3 = Fair 2 = Poor 1 = Fail

19	Progress monitoring data were present and included measures of the target outcome behavior(s).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Outcomes were charted included trend lines, and/or goal lines on the client's performance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Effect size(s) (R, R ² or d) were calculated demonstrating the impact of intervention on client.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	The progress monitoring and outcome data presented effect sizes and graphic displays were discussed in text with respect to the meaning of the treatment outcome.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	If progress monitoring data indicated no or insufficient progress, a new case conceptualization hypothesis was developed and modified treatment was implemented (if not applicable, score as effective).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4 total score = 20/20

Section 5: Legal/Ethical Considerations 4 = Good 3 = Fair 2 = Poor 1 = Fail

24	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Section 5 total score = 4/4

Section 6: Writing and Organization 4 = Good 3 = Fair 2 = Poor 1 = Fail

25	The paper was logically no typographical or spelling errors. Citations and references were correctly formatted in APA style.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Section 6 total score = 4/4

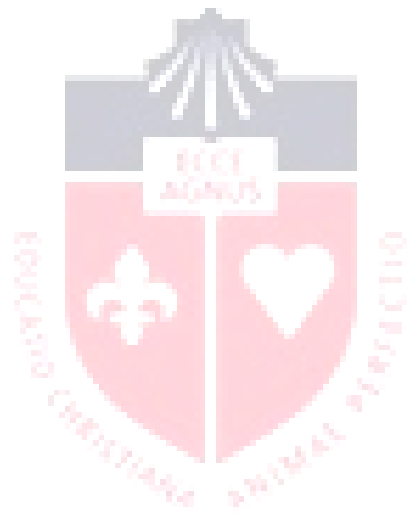
EXAM TOTAL SCORE = 100/100

PASS ☒ **FAIL** ☐

Evaluator's Signature: _____

Date: _____

Comments:

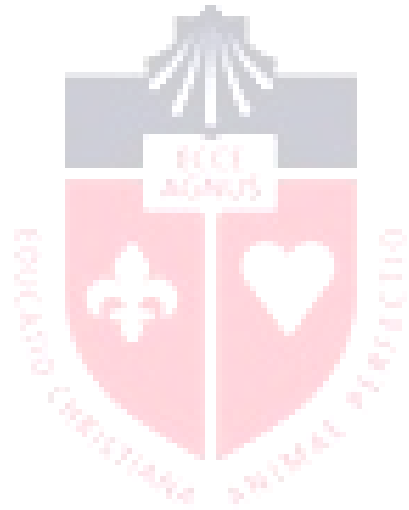


ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

Appendix Q

Professional Practice Competency Exam Evaluation Form



ST. JOHN'S
UNIVERSITY

ST. JOHN'S COLLEGE OF
LIBERAL ARTS AND SCIENCES

This rubric was adapted from the NCSP Case Study to provide feedback on specific areas of your assessment case write-up. School psychologists are expected to have knowledge of assessment-related issues including operationalizing referral concerns, selecting assessment instruments, designing interventions, offering recommendations, and collaborating effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be completed by the evaluator. Students must receive a minimum of 80 points out of the possible 100 points to receive a passing evaluation.

Section 1: Reason and Purpose of Evaluation		4 = Good	3 = Fair	2 = Poor	1 = Fail
1	The reason and purpose of the evaluation are clearly defined.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The evaluation is operationalized via collaborative efforts comprising pre-referral data, current information, or existing records (e.g., reading referral is based on teacher interview as a reading decoding issue; team review of current IEP goals and objectives).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Existing data and information are examined with respect to a wide range of possible considerations relevant to social, emotional, environmental, familial, cultural, linguistic, and school factors.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Examination and review of pre-referral data, current information, or existing records is used to assess the need and extent of the evaluation and to guide further efforts in assessment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 1 total score = 16/16					
Section 2: Assessment Planning		4 = Good	3 = Fair	2 = Poor	1 = Fail
5	Hypotheses regarding the direction of the evaluation were generated through collaboration with teachers and parents and the extant literature.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Multiple sources of data collection methods were considered (e.g., standardized measures, interviews, work samples, progress monitoring data, behavioral observations, etc.) that would allow the evaluator to examine each proposed hypothesis.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Hypotheses reflect an awareness of the complexity of learning and behavioral and emotional issues (e.g., physical, social, emotional, environmental, cultural, linguistic, and cognitive factors).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 2 total score = 12/12					
Section 3: Evaluation/Interpretation		4 = Good	3 = Fair	2 = Poor	1 = Fail
8	Instruments and procedures appropriate to the reason and purpose of the evaluation as well as examinee needs and characteristics (e.g., age, cultural/linguistic differences, rapport development, length of testing considerations, specific needs of examinee).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Evaluation was based on a systematic approach (e.g., cross-battery assessment, nondiscriminatory assessment; curriculum-based assessment procedures; multi-method assessment, or integrates rating scales/measures of pathology, behavioral observations, and clinical interviews).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Follow-up measures are administered where needed and/or additional data collection methods were utilized when necessary and appropriate.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Interpretation of data moves from global to specific performance, evaluates stated hypotheses, and integrates possible non-cognitive factors on test performance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Evaluator identified conditions, situations or stimuli under which examinee's performance varies (e.g., task stimuli, behavioral differences across classes, teachers, home versus school differences).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Areas assessed within the evaluation addressed the main elements regarding the reason and purpose of the evaluation and were guided by current theory and research.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 3 total score = 24/24					
Section 4: Diagnostic Impressions/Conclusions		4 = Good	3 = Fair	2 = Poor	1 = Fail

14	An appropriate and defensible conceptual framework was applied in addressing the reason and purpose of the evaluation to generate the necessary and relevant data.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	The assessment data and information were integrated across domains in an appropriate and defensible manner to arrive at conclusions and inferences which correctly explain the available data including contradictory or anomalous findings.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	The diagnostic impression is consistent with a sound theoretical, legal, or other evidence-based framework and fully supported by the available data.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4 total score = 12/12

Section 5: Intervention/Recommendations		4 = Good	3 = Fair	2 = Poor	1 = Fail
17	Intervention/recommendation selections are the result of systematic data-based decision making.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Interventions/recommendations are empirically supported.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Interventions/recommendations are appropriate to the needs of the student including attention to characteristics related to diversity (e.g., type of disability, linguistic differences).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5 total score = 12/12

Section 6: Legal/Ethical Considerations		4 = Good	3 = Fair	2 = Poor	1 = Fail
20	Relevant aspects of the assessment complied with applicable ethical and professional standards.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Relevant aspects of the assessment complied with applicable federal and state legal and statutory regulations.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	The assessment was consistent with best practices that reflect the philosophy of the program.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6 total score = 12/12

Section 7: Evaluation of Written Component		4 = Good	3 = Fair	2 = Poor	1 = Fail
23	The writing is logical, well organized, clear, and provides a persuasive and convincing opinion regarding the findings.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	The writing is grammatically correct, free of typographical/spelling errors, and readily comprehensible.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6 total score = 4/8

Section 8: Evaluation of Oral Component		4 = Good	3 = Fair	2 = Poor	1 = Fail
25	The candidate's responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7 total score = 4/4

EXAM TOTAL SCORE = 100/100

PASS ☒ **FAIL** ☐

Evaluator's Signature: _____

Date: _____

Comments:

This rubric was adapted from the NCSP Case Study to provide feedback on specific areas of your consultation case write-up. School psychologists are expected to have knowledge of behavioral, mental health, collaborative and other consultation models and methods of their application to particular situations along with the ability to collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be completed by the evaluator. Students must receive a minimum of 80 points out of the possible 100 points to receive a passing evaluation.

Section 1: Problem Identification		3 = Good	2 = Fair	1 = Poor	0 = Fail
1	Baseline includes the student behavior and peer/grade norms.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The target behavior/problem is correctly identified, prioritized, operationally defined (observable, measurable, quantifiable).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The consultant and the consultee collaboratively develop a treatment goal: (s) including audience, behavior, degree/criterion, and context.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Treatment goal includes audience, behavior, degree/criterion and context	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Parents/guardians and teachers are involved in the problem- identification process. If parents/guardians not involved, explain why.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 1 total score = 15/15					
Section 2: Problem Analysis		3 = Good	2 = Fair	1 = Poor	0 = Fail
6	Hypotheses are generated through collaboration with teacher and/or parent.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	There are multiple sources of data (e.g., interviews, direct observation, questionnaires) from multiple individuals (e.g., teacher, parent, student) that converge on each proposed hypothesis. If they do not converge, explain why that might be.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	All relevant information is used to generate hypotheses regarding the function of the student's behavior including: - Antecedents	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	- Setting events	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	- Consequences	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural). <i>Note: This item applies to all consultees and clients, regardless of their race, religion, ethnicity, nationality, etc.</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 2 total score = 18/18					
Section 3: Intervention from Consultation		3 = Good	2 = Fair	1 = Poor	0 = Fail
12	Intervention(s) selection is based on data from problem analysis and hypothesis testing (intervention must be linked to assessment!)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis) for the target problem and references are cited/presented	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Intervention(s) are selected following the model for least intrusive interventions (i.e. Level 1) prior to moving to a more intrusive interventions through the hierarchy (i.e. Level 2, 3 and 4).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Intervention(s) is developed collaboratively with parent/teacher and implemented by the consultee (i.e., demonstrates that this is a consultation case versus an intervention case)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Intervention plan includes relevant: - Antecedent-based strategies (prevention)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	- Replacement skill instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	- Consequence-based strategies (reinforcement)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. For example, logistics of setting, time, resources, and personnel are included in the intervention plan.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Acceptability of intervention is verified	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21	Intervention selection considers unintended outcomes or limitations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Treatment integrity checklist is used by the consultee for self-monitoring, and by the consultant during direct observation of plan implementation (e.g., observation occurs a minimum of 2 times).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Following treatment integrity observations, consultant provides feedback to the consultee regarding implementation and recommendations for improvement.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3 total score = 36/36

Section 4: Evaluation 3 = Good 2 = Fair 1 = Poor 0 = Fail

24	Single-case design was correctly specified (e.g., changing criterion, AB, multiple baseline, reversal, alternating treatment, etc.) and limitations with selected design are discussed	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	Graphing conventions are all included (e.g., axis labels, phase labels, black and white, etc.).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Progress monitoring data are reviewed and analyzed for effectiveness compared to baseline. If success is limited, explain why this might be.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	Visual analysis of graphs (level, trend, immediacy, variability) is used to describe data and inform adjustments if deemed necessary.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	Calculation of effect size demonstrating impact of intervention on client. If effect size does not demonstrate an impact, explain why there may not have been an impact (e.g., discuss variables that may have impacted treatment outcome). Note: Must explain how effect size was calculated.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	Generalization strategies are incorporated in intervention plan (e.g., supporting behavior across different settings, people, times). Results of generalization are reported and graphed if time allows for implementation.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	Maintenance strategies (or modifications if necessary) are considered based upon collaborative examination of effectiveness data.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4 total score = 21/21

Section 5: Legal/Ethical Considerations 3 = Good 2 = Fair 1 = Poor 0 = Fail

31	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines. Communication as to which guidelines were complied with and how so should be indicated.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Section 5 total score = 3/3

Section 6: Evaluation of Written Component 3 = Good 2 = Fair 1 = Poor 0 = Fail

32	The written component of the examination was clear and demonstrated that the candidate is able to write in a manner reflective of the graduate degree. (e.g., grammatically correct, free of typographical errors, spelling, APA format, etc.).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Section 6 total score = 3/3

Section 7: Evaluation of Oral Component 3 = Good 2 = Fair 1 = Poor 0 = Fail

31	The candidate's responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Section 7 total score = 4/4

EXAM TOTAL SCORE = 100/100

PASS ☒ **FAIL** ☐

Evaluator's Signature: _____

Date: _____

Comments:

Intervention PP Competency Exam Scoring Rubric

Student ID#: _____

This rubric was adapted from the NCSP Case Study to provide feedback on specific areas of your assessment case write-up. School psychologists are expected to have knowledge of behavioral, mental health, collaborative, and other consultation models and methods, their application to particular situation, and the ability to collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be completed by a faculty member. Students must receive a minimum of 80 points out of the possible 100 points to receive a passing evaluation.

Section 1: Problem Identification		4 = Good	3 = Fair	2 = Poor	1 = Fail
1	The presenting problems were collaboratively identified using teacher(s), parent(s), and child reports. Explanation was provided if this criterion was not met.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The problem was assessed using multiple methods of data collection (e.g., paper and pencil questionnaires, observation, interviews with multiple informants a functional behavior analysis, exploration of intervening cognitions. An explanation was provided if this criterion was not met).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The target behaviors were operationally defined.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The target behaviors were discussed in the context of appropriate developmental expectations (ex. norms, grade level expectations, age expectations).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Baseline measures of the target problem behaviors were obtained (measures should reflect current evidence-based methodology).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 1 total score = 20/20					
Section 2: Case Conceptualization		4 = Good	3 = Fair	2 = Poor	1 = Fail
6	A case conceptualization was generated that integrated information collected from multiple informants and measures. Explanation was provided if this criterion was not met.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The case conceptualization reflected an awareness of diversity (e.g., physical, social, class, linguistic, religious, cultural).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	The case conceptualization was based on an evidence-based theory or empirical findings and logically followed from these positions.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	The case conceptualization included hypothetical mediating variables proposed by theories that were clearly separated from the outcome measures.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	The case conceptualization was re-formulated if the intervention failed to result obtain positive results.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 2 total score = 20/20					
Section 3: Intervention		4 = Good	3 = Fair	2 = Poor	1 = Fail
11	The intervention was clearly defined and followed from the case conceptualization and FBA.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	An agreement on the goals of therapy was accomplished to form a good therapeutic alliance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	An explanation of the intervention was provided to the client and the client understood and consented to the intervention.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Interventions reflected the best evidence-based practice. Explanation was provided for why the intervention was used if this criterion was not met.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	If multiple problems exist that required intervention, a rationale was provided concerning which order that the problems were treated.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Interventions were modified, adapted, or terminated as was necessary by their unacceptability to stakeholders, ruptures in the alliance or ineffectiveness (if not applicable, score as effective).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Plan for the continued course of therapy, termination, or follow-up is presented. Explanation was provided if this criterion was not met.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18	Strategies for maintaining effect after termination (ex. attaining transfer/generalization of outcomes to other settings) were devised and their evidence based discussed (if the case is on-going, score as effective).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 3 total score = 32/32					
Section 4: Evaluation		4 = Good	3 = Fair	2 = Poor	1 = Fail
19	Progress monitoring data were present and included measures of the target outcome behavior(s).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Outcomes were charted included trend lines, and/or goal lines on the client's performance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Effect size(s) (R, R ² or d) were calculated demonstrating the impact of intervention on client.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	The progress monitoring and outcome data presented in effect sizes and graphic displays were discussed in text with respect to their meaning for the treatment outcome.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	If progress monitoring data indicated no or insufficient progress, a new case conceptualization hypothesis was developed, and modified treatment was implemented (if not applicable, score as effective).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 4 total score = 20/20					
Section 5: Legal/Ethical Considerations		4 = Good	3 = Fair	2 = Poor	1 = Fail
24	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 5 total score = 4/4					
Section 6: Writing and Organization		2 = Good	1 = Fair	0 = Fail	
25	The paper was logically no typographical or spelling errors. Citations and references were correctly formatted in APA style.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 6 total score = 2/2					
Section 7: Evaluation of Oral Component		2 = Good	1 = Fair	0 = Fail	
26	The candidate's responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Section 7 total score = 2/2					
EXAM TOTAL SCORE = 100/100				PASS	<input checked="" type="radio"/> FAIL <input type="radio"/>

Evaluator's Signature: _____

Date: _____

Comments:

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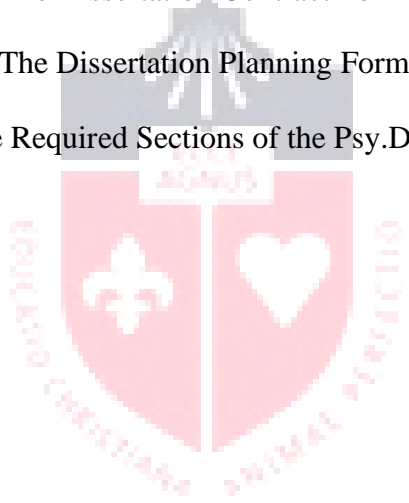
LIBERAL ARTS AND SCIENCES

Appendix R

The Dissertation Contract Form

The Dissertation Planning Form

Outline of the Required Sections of the Psy.D. Dissertation



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**ST. JOHN'S UNIVERSITY
DOCTOR OF PSYCHOLOGY PROGRAM IN
SCHOOL PSYCHOLOGY**

Dissertation Contract

Student's Name: _____

PROPOSED TITLE:

Professor agrees to:

1. Meet with the student to discuss the project, literature, and progress of research.
2. Read each draft of paper in a timely fashion (within 2 weeks)

Student agrees to:

1. Read the literature in preparation for semi-weekly meetings.
2. Develop a clear statement of the area to be discussed and its relevance for school psychology
3. A review of all the major theories in the topic area
4. A review of all the basic and applied empirical research in the topic area
5. A statement of the substantive conclusions
6. A statement about the quality of research in the area, methodological problems in the topic area, and suggestions for further research
7. Practical implications and application that can be drawn from the research review

This contract is due by the start of classes for the second semester of the fourth year and is applicable to both full and part-time students. This is to be reviewed by your dissertation sponsor and a signed copy of this form must be submitted to the Program Director. Students who have not adequately completed this section will be unable to register for courses for the next semester.

The above-named student has successfully completed the literature review.

Sponsor's Name: _____

Date: _____

Sponsor's signature: _____

Dissertation Planning Form

This section will meet the following criteria:

- a) The empirical data collected shall include either correlational, experimental, or program evaluation data. Single subject research is permissible.
- b) The empirical project shall include an introduction, method, results and discussion section.
- c) This part of the project should be as long as an average data based article in a School Psychology journal and should be prepared as a manuscript to be submitted to such a journal.
- d) A proposal for the empirical project must be approved before it is begun.
- e) There will be an oral defense of the dissertation that will include all three parts of the project. 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).

The responsibility for a well-organized presentation of personal research (as well as the details involved) rests entirely with the student and is not part of the instructional responsibility of faculty members.

Research review.

1. If experimental or correlational design, specific hypotheses must be presented.
2. If program review, statement as to what you are expect to examine and how you plan on presenting it.

Statistical Analyses. How will you analyze the data.

Methods. Procedures, participants, materials, etc utilized.

Committee.

The student and mentor work together to choose a Committee which shall consist of the mentor and at least two other members from the department/division. One additional member of the Committee may come from outside St. John's University. The departmental/divisional chair, dean and mentor must unanimously approve any outside member. Final approval of the Committee composition rests with the dean. The dissertation proposal must be approved by the Committee and then forwarded to the departmental chair for his/her recommendations and then to the appropriate dean for his/her approval.

Dissertation Planning Form

Your dissertation mentor will schedule times with you to review your dissertation. It is their responsibility to return work back to you in a timely fashion (less than 2 weeks).

Student's Name: _____

Dissertation Topic: _____

Committee:

Member's Names: _____ (mentor)

_____ (optional outside reader)

	Projected Completion	Submission 1	Submission 2
<i>Dissertation Proposal</i>			
Literature Review			
Proposed Methods			
Proposed Statistical Analyses			
Proposal Meeting*			
Data Collection			
Start Collecting Data			
Finish Collecting Data			
<i>Dissertation</i>			
Statistical Analyses			
Method			
Results			
Discussion			
<i>Scheduling of Orals</i>			

* Must be completed prior to beginning 5th year internship

Student Signature: _____

Mentor Signature: _____

Sections of the Doctoral Dissertation

The doctoral dissertation for this program will consist of two parts that reflect the practitioner-scientist model of the program and the research skills mentioned in the State Education Doctoral Project preamble.

Section 1

Students will be required to prepare a professional practice work sample. Please see the Professional Practice Competency Exam section of this handbook for a more thorough description (section IV, “N”).

Section 2

Students will be required to prepare an empirical data-based paper. The first step in this process is submission of a research proposal. Please see the doctoral dissertation section of this handbook for a more thorough description (section IV, “O”).

Dissertation Requirement: Section 1

Professional Practice Competency Examination

Students will prepare a professional practice case study for this examination. The case must be based on school-based practice. While some of you may have had limited exposure to school-based clients during your 4th year externship, the case presentation needs to focus on practices that would be expected of a school psychologist. The case study can be of an assessment case, a consultation case with teachers, parents or administrators concerning a classroom, school wide or a district wide consultation. The work sample may also include an individual counseling, group counseling, or crisis intervention case, the development of a psychoeducational intervention program, a token economy, a crisis intervention program, an ongoing support group, an in-service training program for the school staff, or a special education or alternative education program.

Written Work Sample and Presentation Format

The School Psychology program has not officially adopted any specific format for the written work sample and presentation format. I have outlined a suggested model below, but students are not required to follow it. In the past students have varied in their presentation style (i.e., some used PowerPoint) and content. Simply, it should include: 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, and the ethical, legal and professional issues involved in the professional activity. You do not need to do a literature review, however any good practice should be supported by science and references may be applicable/necessary at some points.

Suggested Practice Samples

The practice sample should relate directly to the academic, social, and emotional development of school-aged individuals or the promotion of learning in preschool, post-secondary and/or educational and training settings. These samples 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.

There are three main categories of practice samples:

- 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 like placement or consultation to a court in relation to a school psychology matter.

In some cases, practice samples may be interrelated and interdependent, as when the candidate has made a thorough assessment of a particular student's problem (Category A) and then has engaged in a systematic and extended intervention with that student (Category B).

Category A and B practice samples, and to a lesser extent Category C practice samples, should include: a) identifying information and description of student, client or group population, or situation; b) provide dates and nature of contacts, etc. in carrying out the work; c) indicate significant prior events which need to be known to understand the significance of the assessment, intervention, or other activity presented; d) identify goal(s) of the assessment, intervention, or other activity presented; e) provide 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) indicate status of the situation at the time practice sample was prepared; g) if desired provide assessment materials, profiles, etc., if used; and verbatim transcript(s), audiotape(s), video(s) of assessment, intervention, or other activity; h) indicate how confidentiality is protected, and provide consent forms as appropriate.

Dissertation Requirement: Section 2

Dissertation Research

This section will meet the following criteria:

The empirical data collected shall include either correlational, experimental, or program evaluation data. Single subject research is permissible.

The empirical project shall include an introduction, method, results, and discussion section.

This part of the project should be as long as an average data based article in a School Psychology journal and should be prepared as a manuscript to be submitted to such a journal.

A proposal for the empirical project must be approved before it is begun.

There will be an oral defense of the dissertation that will include consideration of all components of the project. 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).

The responsibility for a well-organized presentation of personal research (as well as the details involved) rests entirely with the student and is not part of the instructional responsibility of faculty members.

Components of the Dissertation

Research Review

The research review will include: (a) a clear statement of the area to be discussed and its relevance for school psychology, (b) a review of all the major theories in the topic area, (c) a review of all the basic and applied empirical research in the topic area, (d) a statement of the substantive conclusions, (e) a statement about the quality of research in the area, methodological problems in the topic area, and suggestions for further research, and (f) practical implications and application that can be drawn from the research review.

If the study is an experimental or correlational design, specific hypotheses must be presented. If the dissertation is a program review, a statement as to what you expect to examine and how you plan on presenting it must be included.

Methods

Procedures, participants, materials, etc.

Statistical Analyses

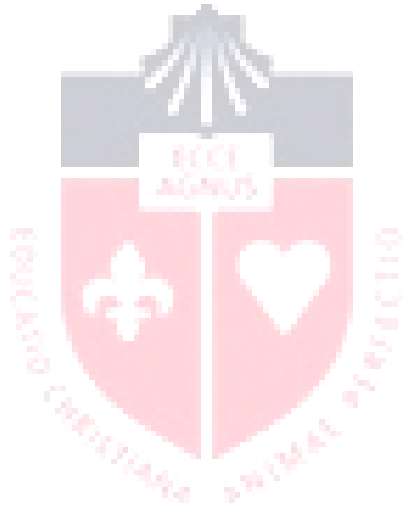
How will you analyze the data?

Committee

The student and mentor work together to choose a Committee, which shall consist of the mentor and at least two other members from the department/division. One additional member of the Committee may come from outside St. John's University. The departmental/divisional chair, dean, and mentor must unanimously approve any outside member. Final approval of the Committee composition rests with the dean.

The dissertation proposal must be approved by the Committee and then forwarded to the departmental chair for his or her recommendations and then to the appropriate dean for his or her approval.

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



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Appendix S

Testing Kit Policy



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St. John's University
Department of Psychology
Policy for Disposal of Outdated Testing Kits

The department of psychology is in possession of a variety of testing kits, which are measures of personality, academic achievement, and various cognitive abilities. The testing kits are kept in locked cabinets in the testing room, Marillac Hall Sub-basement. The School Psychology Program administrative assistant, is in possession of keys to the testing room, as do the two Teaching Assistants assigned to the testing room, who are chosen by the department with input from core faculty members. Neither professor nor student may remove testing materials from the testing room without speaking with the Teaching Assistants, who monitor the release of materials and sign them in and out of the room.

Testing kits are re-normed every few years, and publishing companies release new editions to replace outdated ones, which the Teaching Assistants are responsible for locating and purchasing with the approval of the department. The old and new testing kits contain copyrighted, sensitive information, which should only be viewed by qualified individuals, or those being trained to administer the tests. The department of psychology is aware of this fact and makes it their policy to store or dispose of these materials properly. One copy of each outdated test is kept in the testing room for archival purposes, and all other copies are shredded or otherwise destroyed. At times, materials are donated to interested parties (i.e. professors doing research, students, etc.) in or outside of the University community.

The Teaching Assistants are not responsible for testing kits owned and used by the Center for Psychological Services. Any questions about this policy should be addressed to the Teaching Assistants, who can be reached via their e-mail addresses.

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Appendix T

NASP Standards for Training and Practice



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NASP Standards

STANDARD I: SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, families, schools, and other consumers. In addition to specialist- and/or doctoral-level programs of study, a school psychology program that offers opportunities for respecialization, retraining, and other alternative approaches to credentialing as a school psychologist ensures that program requirements are consistent with NASP graduate preparation standards.

STANDARD II: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: DATA BASED DECISION MAKING AND ACCOUNTABILITY

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

STANDARD III: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION:

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions.

Element 4.1: Interventions and Instructional Support to Develop Academic Skills- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills –School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior

and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

STANDARD V: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS

School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

Element 5.1: School-Wide Practices to Promote Learning - School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Element 5.2: Preventive and Responsive Services - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

STANDARD VI: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – FAMILY-SCHOOL COLLABORATION

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

STANDARD VII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: DIVERSITY

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

STANDARD VIII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Element 8.1: Research and Program Evaluation - School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Element 8.2: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

STANDARD IX: PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY

During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program's practica and internship develop and enhance candidates' skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the standards of professional preparation and practice; and direct, measurable, positive impact on children, families, schools, and other consumers.

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