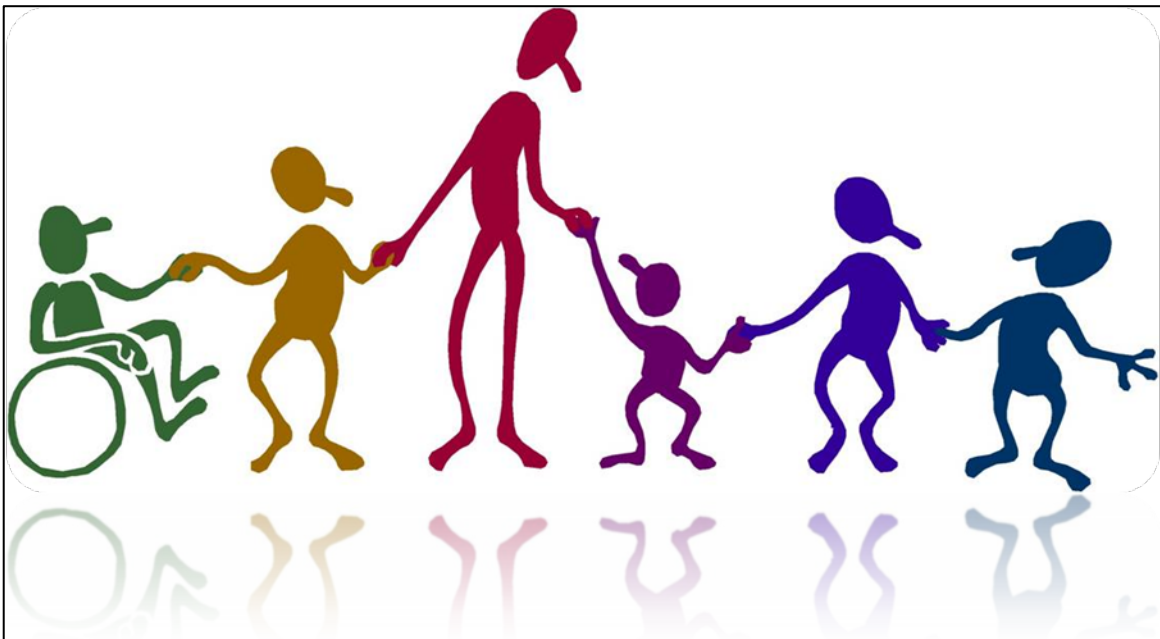


St. John's University

**Doctor of Psychology
Program in
School Psychology**



**Student Handbook
2015–16**

Effective August 29, 2012
Department of Psychology
Graduate Division of St. John's College Arts & Sciences

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I. OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

A. History of School Psychology at St. John's University

The School Psychology Program was founded in the early 1960's at the Queens campus and was the first graduate program in psychology at St. John's University. It began at the invitation of 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 School Psychology Program shifted to a new phase. The program evolved into a Ph.D. in Professional Child Psychology and a Master's/Certificate Program in School Psychology. During the 1980's, the program moved from the School of Education to the College of Arts and Sciences where it remains today. Currently, the Department of Psychology offers a 66-hour Master's/Certificate Program in School Psychology and a Psy.D. Program in School Psychology. The School Psychology Psy.D. Program is APA- accredited, as of April 2007, by the American Psychological Association (APA). The School Psychology Psy.D. Program is approved by the National Association of School Psychologists (NASP).

B. Program Philosophy

1. Program Mission

The Psy.D. school psychology program at St. John's University follows a practitioner-scientist model. The mission of this program is to train future psychologists to apply basic psychological knowledge to address the needs of children, families, and professionals in the educational system and process. 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) students to utilize educational practice to inform and extend psychological theory. The specific the goals and objectives of our Psy.D program are as follows:

2. Program Goals and Objectives

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

Objectives:

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

Goal 2. To Foster Students' Consultation and Collaboration Skills

Objectives:

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

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

Objectives:

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

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

Objectives:

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

Goal 5. To Foster Student Diversity in Development and Learning

Objectives:

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

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

Objectives:

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

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

Objectives:

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

Goal 8. To Foster Home/School/Community Collaboration

Objectives:

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

Goal 9. To Develop Skills in Research and Program Evaluation

Objectives:

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

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

Objectives:

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

Goal 11. To Foster Skills in Using Information Technology

Objective:

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

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

Objectives:

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

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

1. Conducting individual psychological assessments of preschoolers, children, adolescents, and young adults.
2. Implementing individual and group short-term counseling and psychotherapy with preschoolers, children, adolescents, and their families.
3. Assessing the needs of special populations of children, adolescents, and young adults and developing programs to meet their needs.
4. Consulting with teachers and educators about academic, behavioral, and social problems of individuals.
5. Consulting with school administrators to evaluate and implement educational policy and educational instructional methods.
6. Developing individual educational plans for exceptional children.
7. Consulting with parents about academic, behavioral, and social problems of individual children.
8. Performing program evaluations.
9. Developing preventive mental health programs for regular and special education populations.
10. Providing crisis intervention services.
11. Providing support groups for parents, students, and teachers.
12. Discussing the legal and ethical standards involved in the delivery of school psychology services.
13. 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, practicum, field placements, and internships provided in the second, third, and fourth years of course work.

3. Professional Psychologists' Oath

The Psy.D. Program at the Philadelphia College designed the following oath of Osteopathic Medicine. We believe it represents the values and philosophy of our program. All students take the oath before practicum and internship experiences.

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

1. Assistantships and Fellowships

The University awards a limited number of Graduate Assistantships and Fellowships annually to qualified graduate students. Assistants and Fellows are generally appointed to the Department of Psychology where they work 15 - 18 hours per week in support of faculty research. Additional 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 contact the Graduate Division of St. John's College for more information. The University requires 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, Bent Hall.

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 comprehensive examination or the professional practice competency

examination. While on academic probation, students must meet with the Program Director to arrange an appropriate, corrective course of action. It is the student's responsibility to meet with the Director.

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 and is completing the third or fourth year externship, which involves three (3) days per week at a field placement. Students may complete their internship either full-time for one (1) year or half-time for two (2) years.

C. Advisement and Registration

Each student will receive a letter at the initial orientation identifying his or her advisor from the department. Advisors provide guidance and advocate for students throughout their program. Advisors will help students choose classes, discuss any problems in meeting the program requirements, and consult with the students concerning practicum, field placement, and internship experiences. Each student must meet with his or her advisor at least once a semester during advisement periods to pre-register for the following semester's work. In addition, each student must arrange at least one meeting with his or her advisor during his or her internship.

The advisor will sign the Graduate Registration Form, and give the student his or her priority registration number. The student will give the Departmental Secretary the top two sheets of the form. Registration is completed by using St. John's University's online registration system.

A bill for tuition and fees is then sent to the student and the student can complete registration online. Please note, courses with small enrollments may be canceled. If a student is unable to meet with his or her advisor, only the following faculty can sign a student's registration form: Drs. Brown, Del Vecchio, DiGiuseppe, Flanagan, Ortiz, Kurasaki, Sotelo, Terjesen, or Zhou.

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 reserves 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 their advisor. If the student believes the matter has not been resolved satisfactorily he or she should proceed up the chain of command and consult with the Program Director, the Department Chair, the Associate Dean for Graduate Studies, and, finally, the Dean of St. John's College.

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. Student 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

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

F. Attendance Policy

Faculty expects all students to attend classes regularly. No penalty exists for absence from class, unless a professor specifies in the course materials that class participation is part of the grade. Under no circumstances will students be excused from work missed. Students will always be held responsible for all announced exams and assignments at the proper due date. Individual faculty members determine whether or not a student is to receive a make-up examination. Please note, this policy does not apply to final examinations (refer to Section H: "Final Examinations").

G. Grading

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

Grade:		Quality Points:
A	Excellent	4
A-		3.7
B+	Very Good	3.3
B	Good	3
B-		2.7
C+	Fair	2.3
C	Passing	2
F	Failure	0
IN	Incomplete	0
ABF	Absent/Failure	0
WD	Withdrawal	0
P	Passing	0
AU	Audit	0

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

Students must receive a “B” or better to get academic credit in all courses.

Students who receive a grade below a “B” in any course must retake the courses until they receive a “B” or better. Students may not enroll in 614 unless they have successfully completed 608 with a grade of “B” or better. Students may not enroll in 662 unless they have earned a grade of “B” or better in 661. In addition, students may not enroll in 715 and 762 unless they have received a grade of “B” or better in 661 and 662. Students may not enroll in the internship courses (752, 752B, and 753) if they have an incomplete in the practicum courses (761, 761B, 762, 762B). A grade of “F” will result in (1) immediate academic probation and (2) review by the Graduate Education Planning Committee (GEPC) for determination of suspension or termination of the student’s program. If a student wishes to formally appeal a grade, they should contact St. John’s College (x6243) to obtain a copy of the *Academic Fairness Procedure* document. This document outlines the recommended informal and formal routes for students to follow.

1. Incomplete Grades

The individual professor has the discretion to decide if a student can receive an incomplete grade (INC). Students must receive formal approval from the professor to take an INC before the end of the semester. Students receiving an INC grade (e.g., failing to submit a term paper or research project) must submit the missing work to the Dean's Office, St. John Hall, Room 135, not to the professor. The due date for removing incomplete grades appears in the Academic Calendar and is approximately two months after the start of the following semester. If a student desires a

longer extension period, he or she must make a request in WRITING. Approval for such requests must come from the professor, Chair, and Dean's Office BEFORE the deadline. Failure to do so will result in a permanent incomplete and the student must repeat the course if it is required in the program. If a student receives an INC in his or her final semester, he or she will automatically be removed from the graduation list. Failure to take the final examination does not qualify as a reason for an incomplete grade. This action has a separate grade category with different consequences.

2. Missing the Final Examination

Students who, for whatever reason, fail to take or complete the final examination in a course receive a grade of ABF. The professor must submit the make up examination to the Dean's Office in St. John Hall, Room 135. The Dean's Office will administer the examination. Students must report to the Dean's Office immediately to determine the schedule for make up examinations. The Dean's Office sets this date, not the professor. If a student fails to take the make up examination, the AB grade will revert to a grade of F.

3. Withdrawal Grades

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

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

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

4. Probation

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

H. Final Examinations

The University's Academic Calendar will stipulate the final examination schedule. Students unable to sit for a scheduled final examination must contact the Dean's Office BEFORE the final exam and provide documentation of reason for absence. The Dean may approve a request for a make-up examination if the student's academic work is acceptable and when the reason for absence is of a serious nature. If a make-up exam is permitted, the student will receive a grade of "ABF" for the course until the exam is made-up. The grade of "AB" will revert to an "F" if the student fails to sit for the make-up examination at the scheduled time. Students who choose the "ABF" grade will pay a fee for the make-up exam. A student who fails to show up for the final exam without prior approval may be assigned a grade of "F" by the course professor.

I. Transfer Credits

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

J. Program Degree Requirements

The program requires the satisfactory completion of 105 credits, a comprehensive examination, a professional practice competency examination, the PRAXIS II: School Psychologist examination, a doctoral dissertation, a yearlong internship, and two, year-long, 3 days/week 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 Certificate that authorizes practice as a school psychologist in the school system (See section R1 for additional information). 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 Licensing exam (see section R2 for additional information). See section R3 for foreign student information.

K. Student Work Policy

School psychology students may not do psychological work in an off campus facility that is not a part of their 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. 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.

L. Malpractice / Professional Liability Insurance

Upon commencing course work in year one of the school psychology program, it is the student's responsibility to make sure they purchase some form of malpractice or professional liability insurance *by the beginning of fall in their second year*. It is also required that the insurance is current. Policies need to be renewed each year, and updated copies of the current liability insurance certificate need to be given to the program at the outset of the academic year. Given the applied nature of the program, it is in the students' must protect themselves against any unforeseen lawsuits. The University Policy covers students if they are doing professional work that is part of their degree requirements.

Insurance packages for psychology graduate students are readily available through the National Association for School Psychologists (NASP) and the American Psychological Association (APA). As of July 2012, insurance packages through either organization cost \$35 per 12 months of coverage. Each organization provides additional information and application packages on their respective websites. To access liability insurance through NASP, go to <http://www.nasponline.org/students/insurance.aspx>. To access through APA, go to: <http://www.apait.org/apait/products/studentliability/>.

M. Academic Integrity

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

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

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

More extensive definitions of scientific misconduct and an outline of the procedures that are

followed when an allegation of scientific misconduct occurs within the context of a research project are described in the University's Policy and Administrative Procedures Governing Scientific Misconduct document. This policy document is available on the internet at the following web address: www.stjohns.edu/academics/centers/grants/policy/misconduct.

In addition, to provide more specific guidance to students writing term papers, the Psychology Department has adopted a statement on plagiarism for all 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.

To further ensure the academic integrity of the School Psychology Program and to allow an opportunity for doctoral students to have their voices heard by the school psychology faculty, a full time doctoral student is elected by his or her peers early in the Fall semester to serve on the Graduate Education Planning Committee (GEPC). Students generally serve a one-year term, from September to May, and are responsible for presenting the concerns of the other doctoral students during the GEPC meetings.

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 is available on the internet and the University's policy can be accessed at the following web address:

<http://www.stjohns.edu/campus/handbook/chapter6/discrimination>.

O. University Guidelines Determining Eligibility for Services for Students with Disabilities

St. John's University students requesting accommodations for a disability must present documentation of the disability to the Student Life Administrator on the appropriate campus for verification of eligibility. On the Queens campus, students should contact the Associate Dean of Student Services at (718) 990-6568 or see the webpage

<http://www.stjohns.edu/campus/handbook/chapter6/disabilities.stj>.

St. John's University students requesting accommodations for a disability must present documentation of the disability to the Student Life administrator for verification of eligibility.

The documentation must include an evaluation completed by a qualified, certified and/or licensed professional (physician, health care provider, psychologist/psychiatrist) who has experience with an adolescent and adult population. The professional's credentials must appear on the documentation, and the documentation must be dated within three years of the request for accommodation.

The evaluator must include, in any test report, evidence that 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, i.e. the impairment must substantially limit or restrict a major life activity as compared to the average person in the general population.

The Student Life Administrator will review the documentation and the request for the accommodation will be determined. When necessary, specific academic units will be consulted regarding the accommodation requested. If the presented documentation is sufficient, the student will meet with the Student Life administrator regarding the appropriate accommodations at St. John's University.

A student who is dissatisfied 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".

The Student Life Administrator may be contacted 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). The minimum required TOEFL score is as follows: 213 for computer-based testing, 550 for paper-based testing. 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 Intensive English Program (IEP). Note that no course credits are awarded for the IEP. Once admitted, applicants must also take St. John's University's *English Placement Test*.

Q. Grievance Policy

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

1. 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.
2. 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 to his or her faculty advisor or the immediate supervisor above the level of the individual.
3. If the student grievant is dissatisfied with the results of Step 2 (meeting with their faculty advisor or the Program Director), he or she should request a meeting with the Chair of the Psychology Department. The Department Chair will schedule a joint meeting with the grievant and the individual at whom the grievance is directed within ten working days.
4. 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 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.
5. If either party is dissatisfied with the results of Step 4, he or she may appeal in writing to the Dean of St. John's College within ten working days from the date of the Step 4 response. Upon receipt of the appeal, the Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written

response will be issued to both parties within fifteen working days. The Step 5 decision 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

All first year students are required to set up a meeting with their faculty advisor during the Fall semester. At that meeting, the faculty advisor will be available to discuss issues regarding coursework, sequence of curriculum, career planning, research opportunities, and similar matters. In addition, the faculty advisor will specifically inform the student that competency and progress in academic and training areas is monitored continuously through ongoing and year-end review by faculty.

The procedures for the handling and remediation of any noted difficulties in progress will also be communicated directly to the student as follows: Progress is reviewed annually at a meeting of the entire program faculty. The faculty review student transcripts, grades, and supervisor ratings in making a determination regarding performance and overall progress in the program and document their findings on the Student Progress Report. A copy of this report and a letter explaining its significance is then mailed to the permanent address of each student. 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 annual or 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 faculty advisor 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 jointly a new recommended improvement plan. The faculty advisor will again meet with the student and present the plan, which may include, but is not limited to, repeating coursework, delays in starting intern/externships, extra-curricular training, or termination from the program. Exceptions to these procedures are allowed in cases where students have engaged in particularly egregious conduct, for example ethical or legal misconduct, actual or threatened physical or verbal aggression, academic dishonesty, and the like, in which case a student may be referred by any faculty member directly to the appropriate administrative level to face disciplinary actions in accordance with university policies.

III. STRUCTURE OF THE SCHOOL PSYCHOLOGY PROGRAM

Please see Appendix U for a planning form to assist you in keeping track of your course work and requirements.

A. Schedule for Full-Time Students: General Track

FIRST YEAR FALL SEMESTER

608 - Statistical Design in Research	3 credits
661 - Psychoeducational Assessment I	3 credits
665 - Introduction to School Psychology	3 credits
617 - Cognitive & Affective Basis of Behavior	3 credits
695 - Research Colloquium	0 credits
	(12 credits)

FIRST YEAR SPRING SEMESTER

614 - Multivariate Analysis for Psychological Research	3 credits
662 - Psychoeducational Assessment II	3 credits
666 - Interviewing Skills for Counseling and Consultation	3 credits
671 - Child & Adolescent Personality Assessment I	3 credits
695 - Research Colloquium	0 credits
	(Total credits after the first year - 24 credits)

FIRST YEAR SUMMER SEMESTER (optional)

761 - Psychological Assessment Practicum I ¹	3 credits
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SECOND YEAR FALL SEMESTER

715 - Assessment, Diagnosis, & Remediation of Learning Disabilities	3 credits
Either 726 - Psychopathology Across the Lifespan I	
Or 727 - Psychopathology Across the Lifespan II	3 credits
761 - Psychological Assessment Practicum I ²	3 credits
749 - Behavior Therapy: Assessment, Treatment & Consultation	3 credits
722 - Social Basis of Behavior	3 credits
695 - Research Colloquium	0 credits
	(39 credits)

SECOND YEAR SPRING SEMESTER

659 - Psychological Measurement & Scaling	3 credits
648 - Physiological Psychology	3 credits
716 - Psychoeducational Consultation	3 credits

¹ Students may take 761 in the summer following the completion of their first year of studies in order to assist with

² Students will work in the Center for Psychological Services and Clinical Studies and other university approved sites for external practica.

Either 726 - Psychopathology Across the Lifespan I	
Or 727 - Psychopathology Across the Lifespan II	3 credits
762 - Psychological Assessment Practicum II ³	3 credits
695 - Research Colloquium	0 credits
	(54 credits)

SECOND YEAR SUMMER SEMESTER

763- School Psychology Intervention Practicum I	3 credits
(Total credits after the second year - 57 credits)	

THIRD YEAR FALL SEMESTER

615 - Research Methods in School Psychology	3 credits
624 - Developmental Psychology	3 credits
752 - School Psychology Internship Seminar I: Professional Issues ⁴	3 credits
764 - School Psychology Intervention Practicum II ⁵	3 credits
695 - Research Colloquium	0 credits
	(69 credits)

THIRD YEAR SPRING SEMESTER

627 - Cultural Diversity in Psychological Services	3 credits
753 - School Psychology Internship Seminar II: Psychological Interventions ⁵	3 credits
765 - School Psychology Intervention Practicum III ⁵	3 credits
Elective	3 credits
695 - Research Colloquium	0 credits
(Total credits after the third year - 81 credits)	

The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester.

Students will receive the Masters of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologists Examination and the Comprehensive Examination.

FOURTH YEAR FALL SEMESTER

650 - History and Systems	3 credits
754 - School Psychology Internship Seminar III ⁶	3 credits
Elective	3 credits

³ Students will work in the Center for Psychological Services and Clinical Studies and other university approved sites for external practica.

⁴ Students will be required to spend three days per week in a school setting working under a Certified School Psychologist who is also a Licensed Psychologist

⁵ Students will work in the Center for Psychological Services and Clinical Studies and other university approved sites for external practica.

Elective	3 credits
695 - Research Colloquium	0 credits
	(93 credits)

*Beginning in **Fall 2016**, 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.

FOURTH YEAR SPRING SEMESTER

755 - School Psychology Internship Seminar IV ⁶	3 credits
Elective	
Elective	3 credits
950 - Doctoral Research ⁷	3 credits
695 - Research Colloquium	0 credits

(Total credits after the fourth year and for completion of degree requirements and completion of course requirements for the degree - 105 credits)

FIFTH YEAR FALL SEMESTER

905 - Internship I		0 credits
950 - Doctoral Research ⁷	If on Internship pay 1 credit	0 credits
	If NOT on Internship pay 3 credits	0 credits
695 - Research Colloquium		0 credits
		(105 credits)

FIFTH YEAR SPRING SEMESTER

906 - Internship II		0 credits
950 - Doctoral Research ⁷	If on Internship pay 1 credit	0 credits
	If NOT on Internship pay 3 credits	0 credits
695 - Research Colloquium		0 credits

(Total credits for completion of degree requirements and completion of course requirements for the degree - 105 credits)

⁶ Students will be required to spend three days per week in a clinical setting working under a Licensed Doctoral Level Psychologist.

⁷ Students must take Psy 950 each semester until they complete their degree. However, they only receive 3 credits toward the degree. They will pay 3 credits until the dissertation is completed except for semesters when they are on internship when they will pay 1 credit.

B. Bilingual Program

Certification as a Bilingual Psychologist

To obtain certification as a bilingual school psychologist in NY State, a student must pass the NYS bilingual tests (Language Proficiency Assessments). Both foreign and American born students must take the Target Language Proficiency Assessment (TLPA), which verifies second language competency. Foreign-born students must also take the English Language Proficiency Assessment for Nonclassroom Personnel (ELPA-N), which verifies English language competency. Both tests are administered by National Evaluation Systems under contract with the

New York State Education Department.

Be aware that NYS does not have a TLPA for every language and does not offer bilingual certification for every language. Thus, students should make sure that the target language they are interested in is one for which the NYS certification is available.

More detailed information on bilingual certification and the requisite testing is available online at the New York State Education Department website: <http://www.nysed.gov/>. Students can also contact the State Department directly by telephone at 518-474-3901.

Enrollment in the Bilingual Track

Students must obtain approval from the Program Director to enroll in the bilingual track. Enrollment in the bilingual track is not contingent upon passing the NYS bilingual certification exams. **Students are expected to take the NYSTC exam in the first semester of attendance prior to taking PSY 661B.** Bilingual track students who do not have the NYSTC exam credentials are still eligible to take the coursework for the bilingual track. Such students will become certified as monolingual school psychologists and can then apply the diversity training and education received toward whatever population they choose to work with. Bilingual courses can also be taken by students not officially in the bilingual track; however, students must obtain permission from the Program Director.

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

1. Twelve courses (36 credits) in the general school psychology program are also required of students in the bilingual program.
2. 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.
3. Practicum I & II (PSY 761B & 762B) provides students in their second year (prior to their internship) practicum experience in serving bilingual children and their families. These courses are similar in structure to the courses taken by the regular school psychology program (PSY 761 & 762), except that students in these courses are supervised by a bilingual school psychologist and are trained to provide school psychological services to bilingual children and their families.

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

1. Schedule for Bilingual Students

The course of study for the Bilingual Track of the Doctor of Psychology program in School Psychology appears below.

FIRST YEAR FALL SEMESTER

608 - Statistical Design in Research	3 credits
661 - Psychoeducational Assessment I	3 credits
665 - Introduction to School Psychology	3 credits
617 - Cognitive & Affective Basis of Behavior	3 credits
695 - Research Colloquium	0 credits
	(12 credits)

FIRST YEAR SPRING SEMESTER

614 - Multivariate Analysis for Psychological Research	3 credits
662B - Psychoeducational Assessment of Culturally and Linguistically Diverse Children	3 credits
666 - Interviewing Skills for Counseling and Consultation	3 credits
671 - Childhood & Adolescent Personality Assessment I	3 credits
695 - Research Colloquium	0 credits

(Total credits after first year - 24 credits)

SECOND YEAR FALL SEMESTER

715 - Assessment, Diagnosis, & Remediation of Learning Disabilities	3 credits
Either 726 - Psychopathology Across the Lifespan I	
Or 727- Psychopathology Across the Lifespan II	3 credits
761B - Psychological Assessment Practicum I - Bilingual ¹	3 credits
749 - Behavior Therapy: Assessment, Treatment & Consultation	3 credits
729 - Psycholinguistics & Practice of School Psychologists with Culturally & Linguistically Diverse Populations	3 credits
695 - Research Colloquium	0 credits
	(39 credits)

SECOND YEAR SPRING SEMESTER

659 - Psychological Measurement & Scaling	3 credits
648 - Physiological Psychology	3 credits

¹ Students will work in the Center for Psychological Services and Clinical Studies and other university approved sites for external practica

716 - Psychoeducational Consultation	3 credits
Either 727 - Psychopathology Across the Lifespan II	
Or 726 - Psychopathology Across the Lifespan I	3 credits
762B - Psychological Assessment Practicum II - Bilingual ¹	3 credits
695 - Research Colloquium	0 credits
	(54 credits)

SECOND YEAR SUMMER SEMESTER

763 - School Psychology Intervention Practicum I ³	3 credits
	(Total credits after the second year - 57 credits)

THIRD YEAR FALL SEMESTER

615 - Research Methods in School Psychology	3 credit
752B - Bilingual School Psychology Internship Seminar I: ²	3 credits
624 Developmental Psychology	3 credits
764 - Psychological Intervention Practicum II ³	3 credits
695 - Research Colloquium	0 credits
	(69 credits)

THIRD YEAR SPRING SEMESTER

627 - Cultural Diversity in Psychological Services	3 credits
753 - School Psychology Internship Seminar II ²	3 credits
765 - Psychological Intervention Practicum III ³	3 credits
Elective	3 credits
695 - Research Colloquium	0 credits
	(Total credits after the third year - 81 credits)

The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester.

Students will receive the Masters of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologists Examination and the Comprehensive Examination.

(81 credits)

FOURTH YEAR FALL SEMESTER

722 - Social Basis of Behavior	3 credits
754 - School Psychology Internship Seminar III ⁴	3 credits

² Students will be required to spend three days per week in a school setting working under Certified School Psychologist who is also a Licensed Psychologist.

³ Students will work in the Center for Psychological Services and Clinical Studies and other university approved sites for external practica.

⁴ Students will be required to spend three days per week in a clinical setting working under a Licensed Doctoral Level Psychologist.

⁵ Students must take Psy 950 each semester until they complete their degree. However, they only receive 3 credits toward the degree. They will pay 3 credits until the dissertation is completed except for semesters when they are on internship when they will pay 1 credit.

Elective	3 credits
Elective	3 credits
695 - Research Colloquium	0 credits
	(93 credits)

*Beginning in **Fall 2016**, 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.

FOURTH YEAR SPRING SEMESTER

650 - History and Systems	3 credits
755 - School Psychology Internship Seminar IV ⁴	3 credits
Elective	3 credits
950 - Doctoral Research ⁵	3 credits
695 - Research Colloquium	0 credits
(Total credits after the fourth year and for completion of degree requirements and completion of course requirements for the degree - 105 credits)	

FIFTH YEAR FALL SEMESTER

905 - Internship I	0 credits
950 - Doctoral Research ⁵	If on Internship pay 1 credit 0 credits
	If NOT on Internship pay 3 credits 0 credits
695 - Research Colloquium	0 credits

FIFTH YEAR SPRING SEMESTER

906 - Internship II	0 credits
950 - Doctoral Research ⁵	If on Internship pay 1 credit 0 credits
	If NOT on Internship pay 3 credits 0 credits
695 - Research Colloquium	0 credits
(Total credits for completion of degree requirements and completion of course requirements for the degree - 105 credits)	

⁵ Students must take Psy 950 each semester until they complete their degree. However, they only receive 3 credits toward the degree. They will pay 3 credits until the dissertation is completed except for semesters when they are on internship when they will pay 1 credit.

C. Schedule for Students with Advanced Standing

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

equivalent courses in their masters/certification program. Courses required for licensure include: Social (Psy 722) or Cross-Cultural (Psy 625); Cognition (Psy 617); Physiological (Psy 648) or Biological bases; Scaling and Measurement (Psy 659); and Research Methods (Psy 615).

FIRST YEAR SUMMER SEMESTER

763 - School Psychology Intervention Practicum I ²	3 credits
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FIRST YEAR FALL SEMESTER

608 - Statistical Design in Research	3 credits
754 - School Psychology Internship Seminar III: ¹	3 credits
764 - School Psychology Intervention Practicum II ²	3 credits
624 - Developmental Psychology	3 credits
695 - Research Colloquium	0 credits
	(12 credits)

FIRST YEAR SPRING SEMESTER

614 - Multivariate Design & Analysis for Psychological Research	3 credits
Elective	3 credits
755 - School Psychology Internship Seminar IV ¹	3 credits
765- School Psychology Intervention Practicum III ²	3 credits
695 - Research Colloquium	0 credits
	(12 credits)

(Total credits after first year - 27 credits)

SECOND YEAR FALL SEMESTER

650 - History and Systems	3 credits
Elective	3 credits
Elective	3 credits
695 - Research Colloquium	0 credits
	(36 credits)

SECOND YEAR SPRING SEMESTER

627 - Cultural Diversity in Psychological Services	3 credits
950 - Doctoral Research (3 tuition credits) ³	3 credits
Elective	3 credits
Elective	3 credits
695 - Research Colloquium	0 credits

(Total credits after second year - 48 credits)

Students **must** have successfully defended their dissertation proposal by May 1st of their second full year in order to go on internship beginning in July or September of their third full year in the program.

¹ Students will be required to spend three days per week in a clinical setting working under a Licensed Doctoral Level Psychologist.

² Students will work in the Center for Psychological Services and Clinical Studies and other university approved sites for external practica.

THIRD YEAR FALL SEMESTER

905 - School Psychology Doctoral Internship I		0 credits
950 - Doctoral Research ³	If on Internship pay 1 credit	1 credits
	If NOT on Internship pay 3 credits	0 credits
695 - Research Colloquium		0 credits
		(49 credits)

THIRD YEAR SPRING SEMESTER

906 - School Psychology Doctoral Internship II		0 credits
950 - Doctoral Research ³	If on Internship pay 1 credit	1 credits
	If NOT on Internship pay 3 credits	0 credits
695 - Research Colloquium		0 credits
	(Total credits after third year - 50 credits)	

³ Students must take Psy 950 each semester until they complete their degree. However, they only receive 3 credits toward the degree. They will pay 3 credits until the dissertation is completed except for semesters when they are on internship when they will pay 1 credit.

D. Registration for Doctoral Research Credits

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

- 1) 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.
- 2) A student must register for doctoral research up to and including the semester he or she graduates. Prior to the semester in which the student plans to go on his/her final full-time internship experience, the student s/he must register for PSY 950 corresponding to the CRN of his/her mentor. (3 credits).
- 3) During the two semesters that a student is on 0-credit (full-time) internship (PSY 905/906) and as such, not spending as much time on dissertation matters, students must register for 1 credit doctoral research (PSY 950 - the 1 vs. 3 credit is differentiated on the registration forms by the 5 digit course/CRN number).
- 4) If a student has a part-time internship, s/he must register for 2 credits of doctoral research (PSY 952) during the semesters in which the student is on internship.
- 5) Once internship is complete, students must register for 3 credit doctoral research (PSY 950) up to and including their graduation semester.

E. Description of Required Courses

608 STATISTICAL DESIGN IN RESEARCH

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

614 MULTIVARIATE ANALYSIS FOR PSYCHOLOGICAL RESEARCH

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

615 RESEARCH METHODS IN SCHOOL PSYCHOLOGY

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

617 COGNITIVE & AFFECTIVE BASES 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.

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.

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.

659 PSYCHOLOGICAL MEASUREMENT AND SCALING

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.

661 PSYCHOEDUCATIONAL ASSESSMENT I

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

662 PSYCHOEDUCATIONAL ASSESSMENT II

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

662B PSYCHOEDUCATIONAL ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN

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

665 INTRODUCTION TO SCHOOL PSYCHOLOGY

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

666 INTERVIEWING AND CASE FORMULATION

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

671 CHILD AND ADOLESCENT PERSONALITY ASSESSMENT

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

695 RESEARCH COLLOQUIUM

Invited speakers, faculty members, and students from the department's graduate programs discuss their research. Registration/attendance is required for all students. No credit. No fee. Offered each semester.

715 ASSESSMENT, DIAGNOSIS, AND REMEDIATION OF LEARNING DISABILITIES

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

716 PSYCHOEDUCATIONAL CONSULTATION

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

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.

761 PSYCHOLOGICAL ASSESSMENT PRACTICUM I

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

761B PSYCHOLOGICAL ASSESSMENT PRACTICUM I - BILINGUAL

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

762 PSYCHOLOGICAL ASSESSMENT PRACTICUM II

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

relations, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

762B PSYCHOLOGICAL ASSESSMENT PRACTICUM II - BILINGUAL

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

763 SCHOOL PSYCHOLOGY INTERVENTION PRACTICUM I

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

764 SCHOOL PSYCHOLOGY INTERVENTION PRACTICUM II

This course is a continuation of PSY 763. It includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. The intervention may include individual or group therapy, and/or behavioral or instructional consultation with teachers or parents. Prior to meeting with a parent or child, students will consult with their instructor to determine the appropriate intervention strategies. For each client, students will prepare a case formulation, write a treatment plan, deliver the intervention, assess the clients' progress, and keep appropriate documentation. Students will also regularly present the case to their supervisor to discuss the integrity of the treatment plan, the clients' progress, the need for any change in the

treatment plan, and to discuss any ethical or legal issues involved. Students will be graded on their intake monitoring, progress, and report keeping skills, interpersonal relations, treatment planning and case conceptualization, quality of intervention, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

765 SCHOOL PSYCHOLOGY INTERVENTION PRACTICUM III

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

905 INTERNSHIP I

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

906 INTERNSHIP II

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

950 DOCTORAL RESEARCH

Original research leading to the doctoral degree. Doctoral candidates must register for this course in the spring semester of their fourth year. Once enrolled in this course, students must remain continuously enrolled in it until they graduate.

Credits: Three (3) credits except when students are on internship and enrolled in PSY 905 or 906 - when it will be 1 credit. The course identification numbers for PSY 950 are as follows: 75163 for three (3) credits and 75134 for one (1) credit.

F. Electives

Electives in the **Psychology Department** include the following:

PSY 606 Perception I

PSY 607 Perception II

PSY 619 Multivariate Statistics

PSY 626 Psychology of Women

PSY 631 Psychoanalytic Psychotherapy I

PSY 696 Independent Research

PSY 717 Instructional Assessment and Academic Interventions

PSY 745 Applied Behavior Analysis

PSY 751 Interventions with Developmental Disabilities

PSY 760 Marital and Family Therapy

PSY 835 Neuropsychological Assessment

PSY 838 Addictive Behavior

PSY 839 Forensic Psychology
PSY 845 Group Therapy
PSY 850 Cognitive Psychotherapies
PSY 861 Psychopharmacology
PSY 862 Independent Study (applicable only to concentration 6 - Psychological Research)

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

Department of Sociology & Anthropology

SOC 117 Family Violence
SOC 119 Juvenile Delinquency
SOC 131 Sociology of Youth
SOC 147 Personality, Culture and Society
SOC 150 Sociology of Illness & Health Care
SOC 227 Criminology
SOC 249 Sociological Perspectives on Education

Department of Speech, Communication Science, & Theater

SPEECH 203 Models of Language and Behavior
SPEECH 318 Developmental Language Disorders
SPEECH 320 Language Based Learning Disabilities
SPEECH 321 Speech Language Assessment & Intervention for Infants, Toddlers, and the Preschool Child
SPEECH 329 Neuroanatomy and Neuropathology of the Speech System.

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

Courses in Educational Administration

EDU 5415 Introduction to Educational Administration
EDU 5418 Administrative Theory in Education
EDU 5471 Leadership in Instructional Supervision
EDU 5571 Administrative Leadership
EDU 5791 Legal Aspects of the Administration of Schools
EDU 5795 Student & Teacher Rights in Administration of Schools
EDU 5811 Administration & Supervision of Special Education Services
EDU 7232 Individualization: Prescribing for Student Learning Styles

Department of Human Services & Counseling

Courses in Reading

EDU 3230 Diagnosis & Recommendations for Literacy Performance
EDU 3240 Literacy and Assessment Strategies for Diverse Learners
EDU 3264 Teaching Literacy through Literature (Birth through Grade 6) in General and Inclusive Settings

EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas
EDU 3274 Innovative Approaches to Thinking and Literacy Development for the Gifted Learner
EDU 3278 Curriculum and Instructional Design for Teaching Literacy to Individuals with
Exceptionalities B-12
EDU 5420 Politics of Education
EDU 5651 School-Community Relations in Education
EDU 5741 Finance of Education

G. Elective Concentrations

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

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

PSY 631 Psychoanalytic Psychotherapy I
PSY 632 Modern Psychoanalytic Psychotherapy
PSY 717 Instructional Assessment and Academic Interventions
PSY 745 Applied Behavior Analysis
PSY 751 Interventions with Developmental Disabilities
PSY 760 Marital and Family Therapy
PSY 810 Early Intervention
PSY 840 School/Child Neuropsychology: Principles and Assessment
PSY 845 Group Therapy
PSY 850 Cognitive Psychotherapies

(2) Juvenile Delinquency - Students who choose this concentration must select the following three courses:

SOC 117 Family Violence
SOC 119 Juvenile Delinquency
SOC 131 Sociology of Youth
SOC 147 Personality, Culture and Society
SOC 227 Criminology

(3) Child Language Disorders - Students who choose this concentration should select three courses from the following:

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

(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 in Education

EDU 5471 Leadership in Instructional Supervision
EDU 5571 Administrative Leadership
EDU 5651 School Community Relations in Education
EDU 5741 Finance of Education
EDU 5791 Legal Aspects of the Administration of Schools
EDU 5795 Student and Teacher Rights in Administration of Schools
EDU 5811 Administration and Supervision of Special Education Services
EDU 7232 Individualization: Prescribing for Student Learning Styles

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

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

(6) Psychological Research - Students who choose this concentration will take the second research methods course in the clinical program (PSY 613). They can also take 619 Advanced Techniques for the Analysis of Behavioral Data (PSY 619) and Master's Research (PSY 908). They will also register for PSY 862 for one semester. This will yield nine credits. For the semester 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) 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 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)
SPEECH 329 Neuroanatomy and Neuropathology of the Speech System
PSY 835 Neuropsychological Assessment
PSY 840: School/Child Neuropsychology: Principles and Assessment
PSY 861 Psychopharmacology or
CPP 216 Psychotherapeutics (Department of Clinical Pharmacy Practice)

(8) Family Studies - Students who choose this concentration must select the following three courses:

PSY 760 Marital and Family Therapy

SOC 121 Sociology of the Family

SOC 117 Family Violence

(9) Bilingual / Multicultural Education - Students who choose this concentration must select the following three courses:

EDU 9003 Teaching English to Speakers of Other Languages: Reading and Language Arts

EDU 9005 Teaching English to Speakers of Other Languages: Theory and Practice

EDU 9007 Teaching Strategies in the Bilingual Classroom: Reading and Language Arts

(10) Management & Organizational Development - Students who choose this concentration should select three courses from the following:

MGT 223 Human Resource Management

MGT 232 Innovations in Organizational Behavior

MGT 280 Organizational Development: Managing for Change

MGT 285 Managing and Staffing Virtual Organizations

MGT 290 E-Commerce Impacts on Organizations

MGT 295 Seminar in Human Factors in MIS Development, Diffusion, and Use

H. First Year Research and Community Service Commitments

1. Research Commitment

The School Psychology Program at St. John's University follows a tripartite model: practitioner-scholar-scientist. This model assumes that practicing psychologists must base their professional activities on a scholarly understanding of human behavior, child development, and the social and cultural influences on behavior. The scholarly ability to evaluate theory and research and the practical ability to turn such academic knowledge into specific practice behaviors are the core values that form the basis for the program. 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 (20 hours 1st semester; 30 hours 2nd semester). Part-time students may complete this requirement over 2 years time. All 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. 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. Part-time students may do so over the course of two semesters. 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 complete a Community Service Placement Information Form, keep a copy for their portfolio for Psychology 665 and turn a copy in to the Program Director. See the website under "Information for Current Students" or the STJ Central Group for the Community Service Contract.

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 provides 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 and Clinical Studies

The University's commitment to quality training in professional psychology resulted in the Center for Psychological Services and Clinical Studies. The Center is located a short distance from campus on Union Turnpike. The Center provides training for students enrolled in the Clinical Psychology and School Psychology programs. Students gain experience providing psychological assessments to clients in the community or to students at one of the satellite settings. All students must do at least one case per semester in a school placement set up through the Center. A staff member of the Center, who is a school psychologist, will always accompany students. Presently, Dr. Erin McDonough serve in this capacity. While at these schools, Dr. McDonough coordinates all of the students' activities. Upon approval of the Program Director, students may also meet the one case per semester criteria by providing services in the school districts of the Center's supervising instructors. In past years, students have worked in the Baldwin Union Free School District, the Farmingdale Union Free School District, and the North Merrick Elementary School District.

Students will work very closely with their supervisors in all aspects of the assessment process, including consultation with parents and school staff. Students are to refer to their individual course syllabi (PSY 761, 762, 761B, 762B) for the details of the practicum supervision. An important aspect of this training 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. These guidelines are found at:
www.usccb.org/bishops/directives.html

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

J. Third Year Field Placements (School Psychology Certification Internship/Doctoral Externship)

Prior to beginning the third year field placement, students must have completed 54 course credits. Furthermore, students will not be permitted to begin internship unless they have received a passing grade in their second year practica courses (761/762).

In accordance with NYS Law, students must be fingerprinted to begin their third year field placement. It is recommended that students complete the fingerprinting process in the spring of their second full year. Students may work with the Field Placement Coordinator and their internship site to obtain information regarding 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, or 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. Internship 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 Program Director or the Coordinator of Field Placements. **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/externship without the approval of the Coordinator of Field Placements 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.

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 children 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 use Time2Track, a web-based tracking system. Students must also submit a report showing the monthly summary for all activities along with signature from the both the supervisor and the student to the Departmental Secretary; these monthly reports can be generated using Time2Track. This is necessary to insure that the student receives full credit toward the 750 clock hour requirement. Signatures from both the supervisor and student must appear on each monthly summary record. 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 your hours not counting toward the yearly requirement (this rule applies during fourth and fifth years as well). Additional time spent after school hours in such activities as report writing and attending school meetings also counts as hours toward the requirements for the field placement. When schools are closed for holidays or breaks, students may assign 7 hours of work for 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 internship sites by the School Psychology Graduate Program is strict and involves great scrutiny and quality control. The procedure normally begins when schools contact the Program Director with a request for interns. The department accepts internship sites based on knowledge of the internship 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 school psychology faculty or the Coordinator of Field Placements visits internship sites regularly and maintain telephone contact or in-person contact throughout the internship. Internship supervisors must hold a doctoral degree in psychology, a psychology license in the state in which they work, and school psychology certification in the state in which they work. At the beginning of the internship year, the department mails each field placement supervisor a contract and planning form (see Appendices). 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 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 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 students. 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 site and supervisor.

These forms can be obtained from the Departmental Secretary.

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

- 1.** Students will become familiar with the various roles of practicing School Psychologists.
- 2.** Students will learn the organizational functioning, administration, implementation of policies, and politics of schools and school districts.
- 3.** Students will gain experience in the process of special education referral, evaluation, placement, and remediation (e.g., developing IEPs, presenting to the district's Committee on Special Education).
- 4.** Students will become knowledgeable about the process of regular education.
- 5.** Students will become acquainted with community resources that support school psychological services.
- 6.** Students will gain experience in various assessment techniques including: initial interviews with children and parents, interviewing parents and teachers to assess the nature of the referral, intellectual assessment, academic assessment, emotional and social assessment, behavioral observation and assessment, classroom observations, and curriculum-based assessment.
- 7.** The student will gain experience and develop competence in clinical diagnostic interviewing.
- 8.** The student will gain experience and develop competence in providing consultation services (i.e., to parents, teachers, and other school personnel).
- 9.** Students will gain experience and develop competence in both regular and crisis intervention skills and/or strategies (e.g., how policies are constructed, carried out, and evaluated).
- 10.** Students will gain experience and become proficient in writing comprehensive psychoeducational reports to articulate their assessments and recommendations.
- 11.** Students will learn to demonstrate accountability for their activities as practicing School Psychologists.
- 12.** Students will learn to evaluate their personal behavior and professional skills, and learn to set goals for self-improvement.
- 13.** Students will gain experience in providing feedback on their assessment and recommendations to children, parents, teachers, and other school personnel.
- 14.** Students will gain experience in counseling school 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 work three full days per week, per semester, or 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 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.

At the beginning of the externship year the department mails each 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, students complete evaluations of their externship sites and supervisors. These forms can be obtained from the Departmental Secretary. 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 Coordinator of Field Placements 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 Coordinator of Field Placements 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 Coordinator of Field Placements 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 Coordinator of Field Placements.

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

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

L. Fifth-Year Doctoral Internship for Licensing

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

1. Prerequisites

Students must complete *all courses*, 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.**

*** Please note that beginning Fall 2014, in order 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.**

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 Program Director or Coordinator of Field Placements for disposition. The internship application form **must be typed and submitted by August 1st** for a September internship start. If students do not have an internship by this date, 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 Program Director or Coordinator of

Field Placements.

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.

*** Beginning in Fall 2016, 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.**

For those applying to APPIC internships, the earlier Oct 1st deadline will remain.

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

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

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

Students must complete an internship activity log. This is necessary to insure that the student receives full credit toward the 1500 clock hour requirement. 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 Departmental Secretary on a monthly basis and at the completion of the internship. At the conclusion of the year, students complete evaluations of their internship sites and supervisors. The Coordinator of Field Placements 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.

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 Coordinator of Field Placements 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 Coordinator of Field Placements 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.

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

http://www.nasponline.org/certification/state_info_list.aspx

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	1500	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 PSY 754 and 755. To satisfy the requirements, students must work three full days per week, per semester, or 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 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.

At the beginning of the externship year the department mails each 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, students complete evaluations of their externship sites and supervisors. These forms can be obtained from the Departmental Secretary. 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 Coordinator of Field Placements 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 Coordinator of Field Placements 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 Coordinator of Field Placements 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 Coordinator of Field Placements.

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

- 1) Students will become knowledgeable about the organization, administration, policies and

politics of special facilities

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

N. Advanced Standing Students Doctoral Internship for Licensing

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

1. Prerequisites

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

2. APA Approved Internships

Students may apply to an APA-approved (APPIC) internship in school psychology. However,

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

*** Please note that beginning Fall 2014, in order 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.**

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 Program Director or Coordinator of Field Placements for disposition. The internship application form **must be typed and submitted by August 1** for a September internship start. If students do not have an internship by this date, 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 Program Director or Coordinator of Field Placements.

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.

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

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

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

Students must complete an internship activity log. This is necessary to insure that the student

receives full credit toward the 1500 clock hour requirement. Students currently 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 Departmental Secretary on a monthly basis and at the completion of the internship. At the conclusion of the year, students complete evaluations of their internship sites and supervisors. The Coordinator of Field Placements 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.

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 Coordinator of Field Placements 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 Coordinator of Field Placements 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.

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

http://www.nasponline.org/certification/state_info_list.aspx

Licensing Information for the US States and Canadian Provinces.
<http://www.kspeope.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 receive written feedback through the Annual Student Progress Report following this meeting. The Annual Student Progress Report is an evaluation sheet that is given to students along with copies of their practica and externship/internship supervisor ratings to provide an overall assessment of their performance. The practica and externship/internship evaluation forms give more specific information about student knowledge and professional skills as compared to the Annual Student Progress Report. Then receive the Annual Student Progress Report, which is a summary of the externship/internship supervisor ratings along with faculty opinion and observation thereby allowing the student to understand his or her overall progress in the program. The form used for this feedback appears in Appendix N.

P. PRAXIS II: School Psychologist Examination

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

The PRAXIS exam (which is a required part of the STJ comprehensive exam taken in the 3rd year) will be changing:

http://www.nasponline.org/certification/2014_exam_faq.aspx

In 2014, Educational Testing Service (ETS) released a new version of the Praxis School Psychologist test (5402). The new test has been revised to align more closely with the NASP 2010 Standards and will be offered exclusively as a computer-delivered exam unless accommodations for disabilities are necessary. ETS consulted with NASP during the initial stages of development to ensure that the exam reflects current national standards.

The 2-hour-and-20-minute test 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 new exam is 147 (on a 100-200 reporting scale). ***This is a change from the previous passing score of 165.***

But it does not mean it is easier. The content of the test has changed; therefore, scores from the previous exam should not be compared to scores from the new exam. The passing score is expressed in terms of a scaled score (on a 100-200 scale) and not in terms of the raw score (i.e., number of items answered correctly on a particular form of the test).

Entering classes starting Fall 2014 will be required to take the next exam and achieve a passing grade of 147.

Successful completion of the Comprehensive Examination for the School Psychology program requires that students pass the PRAXIS II 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 II examination. However, students will not be able to have a degree granted until successful completion of this requirement.

Students may only take the examination while they are on third year externship and are registered for Psy 752 or Psy 753. If they do not pass this examination while on third year externship, they will not be permitted to start fourth year externship until they pass the exam.

Reporting of Results

It is the student's responsibility to ensure that the school psychology program *AND* NASP receive an official complete results report of the PRAXIS II examination. These results will be required for each time the student takes the examination.

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

Please note: Results of the PRAXIS II examination typically take about 6 weeks. St. John's score recipient information is RA2799. **St. John's will need the designated institution score report not additional score report.** Because the Department must give clearance for graduation to the Graduate Division of St. John's College by May 1, students need to have PRAXIS II ***results to the program by April 15 to graduate that May.***

Q. Comprehensive Examination

Along the way towards completion of the doctorate, 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 II School Psychologist Examination (see Section P of the handbook). The second part involves three cases study reports, one each in psychological assessment, consultation, and psychological intervention that should represent the students' integration of coursework, knowledge and programmatic training and be reflective of student competency in each of these areas.

Upon passing the examination, the University will confer the Master's degree at the next graduation. The student will apply on-line to the New York State Education Department for their school psychology certification after the degree is conferred. Students who fail the comprehensive exam will not receive the M.S. degree and will not be permitted to enroll in fourth year practicum and field placement courses, but will be allowed to otherwise continue with course work. Students who fail the comprehensive exam must retake the exam a second time (see Section Q2 below, for more details).

1. Eligibility

Students must have completed a minimum of 60 credits by the end of the semester before their comprehensive examination and be registered to have at least 66 credits by the end of the spring of their third full year in the program. Students must be in good academic standing to take the exam (GPA of at least 3.0). Taking the comprehensive exam while having an Incomplete on their transcript will invalidate the results of the examination. ***It is the students' responsibility to ensure they have no Incompletes on their academic record.***

2. Failure of the Comprehensive Exam

Students have two opportunities to pass the case study portion of the comprehensive examination. If a student fails the comprehensive exam twice they will be terminated from the program. The first deadline for the case study portion of the comprehensive examination is typically around March 15th. Students who fail the comprehensive exam must follow the steps below:

- a. Go to the Graduate Division office 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.
- c. Work with one (or more) of the faculty members who failed you on a plan designed to remediate your skill weaknesses. 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. Your plan must include a date on which you plan to submit your second case study (e.g., first week of May; on or before June 1). The plan must be signed by you and the faculty member(s) who assisted you in devising the plan.
- e. When you submit your second case study in the area(s) in which you received a failing grade, your case study will be reviewed by members of the faculty who were not involved in the scoring of your first exam.

3. Applying to Take the Examination

Students must apply to the Office of the Graduate Division to submit the case study portion of the examination before the published deadline. At this point, the application will be reviewed by both the Program Director and the Dean to obtain approval. Students with any Incomplete Grade on their academic records will not be permitted to register for the comprehensive exam. If somehow the Program Director and the Dean fail to detect an incomplete grade, taking the comprehensive exam while having an Incomplete Grade on their transcript will invalidate the results of the examination. ***The students are responsible to ensure they have no Incompletes***

Grades on their academic record

4. Completing the Examination

Students will register for the PRAXIS II School Psychologist 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>.

Students will independently complete the case study portion of the examination. Each student will complete a competency report in each of the following areas:

1. Assessment
2. Intervention
3. Consultation

Students will bring the three completed case study reports to the Graduate Division offices on the date indicated each year.

Each competency case study report should be no more than ten double –spaced pages using 10-12 point font size. They must have 1-inch margins on all sides; and must be in either Times New Roman or Ariel font.

The student's name must appear **only on the cover page**. All pages must be numbered and have the title of competency area on each page, and the cover page should include only the title of the competency area (i.e., Assessment, Intervention, or Consultation) and the student's name. STUDENT'S NAME SHOULD ONLY BE ON THE COVER PAGES. The cover page, references, and appendices do *not* count towards the total 10 pages. Students must not include binders or covering material. No material or wording should be used that could identify the student author of the examination except the appearance of the student's name on the cover page as mentioned above.

The Assessment case study requires an appendix of the actual report on which the case was based. Charts and graphs are the only material that will be accepted as appendices for all three sections, and appendices do not count towards the final page count.

5. Grading the Comprehensive Examination

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

The Dean's office will remove the first page of each student's case study report and assign an identification number to that student, which will appear on the each of three reports. Thus, the faculty scoring the examination will have no knowledge of whose answers they are scoring. The exam will be scored using the St. John's College of Arts & Sciences Comprehensive Examination Evaluation Form (Appendix P) and the School Psychology Department's Comprehensive Examination Scoring Rubric (Appendix Q). Each faculty examiner will report the results of the examination to the Dean and the Dean's office will communicate the examination results to the individual students.

Faculty members will grade the exam questions either pass or fail. Any question that receives a failing grade will then be re-graded by a second, different faculty member. If the two faculty

members grading an exam disagree, a third reader will be sought.

6. Instructions for the Comprehensive Examination

***See Scoring Rubrics for further instructions (Appendix Q)**

Assessment Section

Students will select a psychoeducational assessment case that they conceptualized and managed during their third-year field placement/internship. The assessment section should explain *and justify* your assessment (e.g., tests used), results, and recommendations and, therefore, should not be comprised of what was written in the actual case report. Your paper must not exceed 10 double-spaced pages and should answer the following questions:

1. Who made the referral?
2. What were the referral questions or concerns?
3. How did you conceptualize your role in the case?
4. What hypotheses did you have regarding the nature of the examinee's presenting problem(s)?
5. How did you determine what psychological tests you would administer? If you did not decide what tests to administer because someone else did (e.g., a supervisor), then describe his or her rationale for test selection. Did you agree with the decision? If you agreed with the decision, explain why. If you did not agree with the decision, describe what you would have done differently.
6. Were the tests, methods, and procedures used throughout the course of the assessment reliable, valid, and based upon the best available knowledge and research? Explain.
7. Were the data interpreted in a psychometrically defensible manner? Explain
8. Were the data interpreted in a theoretically defensible manner? Explain
9. What were your diagnostic impressions?
10. What were your recommendations?
11. Summarize your findings, conclusions, and recommendations following the principles of empirically-based practice. If your findings, conclusions, or recommendations were not generated via empirically-based practices, explain why.

Note that a document outlining best practices in conducting psychoeducational assessments is included in Appendix O. Students *must* attach the actual case report to the assessment section. Any paper submitted for the assessment section that does not have the actual report attached will receive a failing grade automatically.

Note that there are often several professionals who work with the examinee throughout the course of an assessment. If you were not the only person who worked with the examinee, then it is your responsibility to gather the assessment information from other professionals and integrate it into your case report. An assessment of an individual suspected of having a learning disability always includes data from achievement tests. If you did not gather these data, then you must obtain them. Failing to do so will result in a failing grade because achievement data are critical for making a determination of specific learning disability.

Consultation Section

Select an actual consultation case that you have worked on during your internship experience.

The case can be any type of consultation including, but not limited to: behavioral, instructional, parent, mental health, system-wide, or consultation to determine program development, continuation, or evaluation. In your writing, you are encouraged to be consistent with how you were trained in the program. That is, as school psychology is a science, you must use data to guide your decision-making process. Data must be used to identify and analyze the problem, and to develop an intervention plan and evaluate its effectiveness. All data and the methods used for data collection should be incorporated into the conceptualization of this case, and if applicable attached as appendixes (charts and graphs only). Describe and discuss each of the following issues in your paper:

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

12. Report the outcome of the consultation. That is, both qualitatively, did it appear to be successful as a consequence of the consultation and quantitatively, do that data support or refute the success of the intervention?
13. What did you learn from this experience? How can you modify what was done so that consultation can be more effective in the future?

Psychological Intervention Section

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

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

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

diverse characteristics, system-wide strengths or barriers to intervention, school policy or legal mandates, teacher or family involvement in the intervention, or your knowledge and training in the area in which the intervention was developed for.

R. Professional Practice Competency Examination

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

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

1. Exam Schedule

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

2. Grading of the Professional Practice Competency Examination

Candidates defend their case studies orally before a team of three members of the core School Psychology faculty ***or other faculty members identified by the program. You will be informed as to who your committee is upon submission of your written examination.***

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

3. Failing the Professional Practice Competency Examination

Students who fail the exam will be given one opportunity to retake and pass the exam. Students who fail the competency exam may still go on their fifth year internship. Students have two opportunities to pass this examination. ***The second examination attempt will involve presentation of a new case, to a new committee, most likely in January of the following year.*** Students who fail the exam a second time will be terminated from the program.

4. Professional Practice Competency Examination

Written Work Sample and Presentation Format

The professional practice ***case study report*** should be no more than ***10 double-spaced pages using 10-12 point font size.*** It must have 1-inch margins on all sides and must be in either Times

New Roman or Ariel font. Students may attach a written report as an appendix. ***The maximum length of the report is 12 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.

Example of Case Studies

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

Three types of case studies include:

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

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; and verbatim transcript(s), audiotape(s), video(s) of assessment, intervention, or other activity; h) the manner in which confidentiality was protected, and consent forms (if any) were used.

S. Doctoral Dissertation

The Psy.D. program is not designed to train researchers. The goal of the program is to train psychologists who can deliver psychological services and review research to help guide their professional practice. The preamble to the 1989 New York State Doctoral Project indicates that a Psy.D. Program "includes training in research, but the research emphasis is on the evaluation of professional techniques and service outcomes and other applied activities." The doctoral dissertation in a Psy.D. program should reflect these goals. A wide range of acceptable standards for dissertations in Psy.D. programs is evident across the nation. While certain programs require only a literature review, others require dissertations indistinguishable from those required by Ph.D. programs. All Psy.D. programs in New York State require some data collection as part of the doctoral dissertation (See <http://www.stjohns.edu/academics/graduate/liberalarts/forms.stj> for University Guidelines and all Required Forms).

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

Dissertations can take several different forms, including: 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 April 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 fourth 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 time line is signed.

3) Prior to submitting a *Dissertation Proposal*, students must have completed the IRB Certification Exam, which can be found at the following link:
<http://www.stjohns.edu/academics/centers/grants/policy/human/exams.stj>

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

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 May 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 Departmental Secretary.

6) Please note that beginning Fall 2014, in order 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.

*** Beginning in Fall 2016, 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.**

For those applying to APPIC internships, the earlier Oct 1st deadline will remain.

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 students responsibility to be aware of the Dean's office date for oral defense and determine the date that readers copies must be submitted in the future for May, September, and January graduation dates.

9) Students must provide the Dean's Office at least two weeks notice prior to scheduling their requested dissertation defense date.

10) Students must check the University Bulletin to determine the required deadline for their dissertation defense for graduate requirements.

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

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. To access this information, follow these instructions: (1) go to www.stjohns.edu, (2) highlight the *Academics & Schools*, (3) click on *Centers and Institutes*, and (4) then click on *Office of Grants and Sponsored Research*.

In addition, the school psychology program requires that all students obtain IRB Certification prior to conducting their dissertation research. The certification course is offered online through the National Institute of Health (NIH) at: <http://phrp.nihtraining.com/users/login.php>. As of March 1, 2008, it is a new course with new content, and the certification does not expire.

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

3. FAQs

1) When are the reader's copies due to your committee? When is the manuscript ready version due? Is the reader's copy the finished version of your dissertation (no page # limit)?

READERS COPY IS DUE THE DAY SPECIFIED IN THE ST. JOHN'S COLLEGE OF ARTS AND SCIENCES GRADUATE BULLETIN OF THE APPROPRIATE YEAR. NO PAGE LIMITS. BUT WHEN YOU SCHEDULE THE DEFENSE, WHICH PEOPLE USUALLY TRY TO DO WHEN THEY SUBMIT THE READER'S COPY, THEY SUBMIT FORM 4 (Formal Notice of Final Oral Doctoral Defense) AND THAT IS WHEN THE MANUSCRIPT READY VERSION IS DUE.

2) Are hard copies and electronic copies due to the committee and dean's office?

YES, GIVE BOTH HARD COPIES AND ELECTRONIC COPIES TO YOUR COMMITTEE. THE DEAN'S OFFICE ONLY WANTS A HARD COPY.

3) Do we need to provide a hard copy version of all of the forms to our committee?

YES AND THEY SHOULD BE COMPLETED

4) Will the committee submit forms to the Dean's office or are we responsible?

THE STUDENT IS RESPONSIBLE FOR SUBMITTING INDIVIDUAL FORMS. THERE ARE OTHER FORMS THAT NEED ALL COMMITTEE MEMBER SIGNATURES. IT IS THE STUDENT'S RESPONSIBILITY TO GET ALL SIGNATURES.

5) When is the manuscript copy due, what exactly does that entail, and who gets copy?

MANUSCRIPT COPY IS DUE AT YOUR ORAL DEFENSE. YOUR MENTOR GETS A COPY AND IT NEEDS TO BE SOMETHING YOU WOULD BE PREPARED TO SUBMIT TO A JOURNAL.

6) Who do I speak with regarding graduation deadlines/fees?

DR. ZHOU IS RESPONSIBLE FOR CLEARING EACH STUDENT FOR GRADUATION AND MAKING SURE THAT THEY HAVE MET ALL GRADUATION REQUIREMENTS.

T. Graduation

Graduate degrees are conferred by the Board of Trustees three times a year on the Jamaica

Campus in May/June, January, and September. There is no graduation ceremony in January or September. Students who have their degrees conferred in September or January will participate in the following May's graduation ceremony. **Students are encouraged to check the University Bulletin to be aware of dates and deadlines for graduation ceremonies.**

All prospective candidates must file an application for their degrees in the Office of the Registrar and pay their graduation fee at the beginning of the semester in which they expect to complete their degree requirements. This should be done no later than the date indicated in the Academic Calendar.

Only those individuals who have completed all degree requirements, including internship hours, by the end of the spring semester will be eligible to participate in the spring commencement exercises.

If students meet their internship requirements by May 1st, they can still be conferred in May. However, the FINAL list of graduates to Marketing is due April 14th. If the students' names are not on this list they will not be included in the graduation booklet.

Hoarding: If the doctoral candidate completes their hours by June 1st **and** they will have a September conferral date, they can participate in that current year's (May) hoarding ceremony. If the hours are completed **AFTER** June 1st they will have to participate in the following year's hoarding ceremony.

All states require post doctoral experience in order 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 course work
- 2) Your internship
- 3) Join the alumni listserve
- 3) All changes to your dissertation recommended by your committee
- 4) Approval of all changes by your mentor or committee
- 5) The corrected dissertation has been given to the Associate Dean of the Graduate Division

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

U. Certification and Licensing

1. School Psychology Certification

The New York State Education Department's Office of Teacher Certification has registered and approved the School Psychology program. Students who successfully complete the program are entitled to apply for certification in School Psychology. Upon receiving the M.S. in School Psychology at the end of the third year, the University will apply to the State Education Department for your School Psychology Certificate. Instructions for how to apply for certification online can be found on the Psy.D. webpage under the "Information for Current

Students” section, in the STJ Central Group, and below. The code for the STJ School Psychology Programs is 80299.

1. Students need to apply for certification through the TEACH website (they are applying for “Provisional Certification” through the pathway of having completed an “approved training program”. Our number is 80299.
2. Students need to send proof of the Violence Prevention, Mandated Reporter, and DASA trainings to the state after they register.
3. The program sends the School of Education (SOE) a list of students who are eligible (passed comps, passed PRAXIS, met internship hours) to graduate in May. The SOE then recommends the students to New York State for certification.

2. Psychology License

St. John’s has registered with the New York State Education Department’s Psychology Licensing Board, hence, this office automatically approves graduates to sit for the NYS Licensing Exam in Psychology. Upon completion of your Psy.D. degree, you must complete the application form to take the Licensing Exam. Candidates can obtain information and applications from the State Education Department Office of the Professions website at <http://www.op.nysed.gov/psych.html>. The Psy.D. program at St John’s is a registered program.

3. 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.

4. Certification and Licensure in other states

Detailed information regarding certification and licensure in other states can be found at www.APApractices.org (the APA Practice Organization Practitioner Portal).

5. Required Workshops

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

V. Professional Organizations

1. National Association of School Psychologists (NASP)

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

education and mental health needs of children, adolescents, young adults, and families.

NASP holds two main objectives:

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 W. Policy makers and government officials at the state and national level highly value NASP's views.

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

2. American Psychological Association (APA)

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

3. Student Affiliates of School Psychology (SASP)

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

4. New York Associations of School Psychologists (NYASP)

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

NYASP has four main objectives:

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

5. New York State Psychological Association (NYSPA)

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

NYSPA has three main objectives:

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

W. Student Requirements for the APA Annual Report

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

1st year: PSY 662

2nd year: PSY 716 and PSY 749

3rd year: PSY 753

4th year: PSY 755

5th year: in order to graduate

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

Appendices

Appendix A

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

Recommended Procedure for Handling Plagiarism Cases

PLAGIARISM STATEMENT

Dr. M. 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:

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

**Graduate Program in School Psychology
St. John's University
Research Contract**

Student's Name: _____

Mentor agrees to:

1. 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.
2. Monitor the students hours.

Student agrees to:

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

Note: This contract must be submitted to the program director during the first semester.

Mentor's Name: _____

Date: _____

Mentor's signature: _____

Student's Name: _____

Student's signature: _____

**Graduate Program in School Psychology
St. John's University
Community Service Program Contract**

Student: Please complete this form and return the original to the Program Director and make a copy for yourself.

STUDENT INFORMATION:

Student Name: _____

Mailing Address _____

Phone Number _____

E-Mail: _____

I hereby declare that I will participate in our 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: _____

Date: _____

Any questions should be directed to:

Dr. Mark D. Terjesen
Director; Graduate program in School Psychology
St. John's University
Ph: (718) 990-5860
e-mail: terjesem@stjohns.edu

**Graduate Program in School Psychology
St. John's University
Research Log**

Student's Name: _____

Mentor's Name: _____

Please initial below to indicate that the student named above has fulfilled all research requirements:

<u>Student Objective</u>	<u>Initial</u>
▪ 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.	_____

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.

Mentor's signature: _____

Date: _____

Student's signature: _____

Date: _____

**Graduate Program in School Psychology
St. John's University
Community Service Program Log**

Student Name: _____

COMMUNITY SERVICE AGENCY/ORGANIZATION

Agency/Organization Name _____

Mailing address _____

Purpose of Organization (Activities Conducted/Services Provided) _____

Supervisor's name: _____

Title: _____

Phone Number: _____

E-mail: _____

The student's start date: _____

Completion date: _____

Days and Hours the Student has worked: _____

.....
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: _____

Date: _____

Thanks again for participating. If you have any questions, feel free to contact me.

Dr. Mark D. Terjesen
Director; Graduate program in School Psychology
St. John's University
Ph: (718) 990-5860
e-mail: terjesem@stjohns.edu

Appendix C

Third Year Field Placement Contract

School Psychology Psy.D. Program 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 in/externship site for **3 full** working days for the entire school district academic year, (from _____ to _____) for a total of **750 hours**. 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 supervisor agrees to meet with the extern 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 inform the student of his or her evaluation of the student's work and to provide corrective feedback to him or her. 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 in/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. _____

Supervisor's Signature _____	Date _____
Student's Signature _____	Date _____

Appendix D

Fourth Year Externship Contract

School Psychology Psy.D. Program 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 academic year, (from _____ to _____) for a total of **750 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 externship activities.

The supervisor agrees to meet with the extern 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 inform the student of his or her evaluation of the student's work and to provide corrective feedback to him or her. 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 psychology extern attest to the fact that they are aware of their roles and are committed to fulfilling their respective responsibilities.

Supervisor's Signature _____ Date _____
Student's Signature _____ Date _____

Appendix E

Fifth Year Internship Contract

School Psychology Psy.D. Program Internship Contract

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) _____ in the (name of school district).

The student agrees to be at the internship site for **5 full** working days for the entire academic year, (from _____ to _____) for a minimum of **1500 hours**. There will/will **not be** financial compensation for this internship. 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 internship activities.

The supervisor 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 inform the student of his or her evaluation of the student's work and to provide corrective feedback to him or her. 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, 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.

Supervisor's Signature Date

Student's Signature Date

Appendix F

Third Year Placement Planning Form

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:

•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

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:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

•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

Appendix H

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

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: _____

Appendix I

Assessment Practicum Evaluation Form

St. John's University
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 Extremely Inadequate	2 Somewhat Below Average	3 Average	4 Above Average	5 Extremely Skillful	N/A 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

<i>Diagnostic/Assessment Skills</i>						
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., QuicDoc)	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

Third Year Externship Evaluation Form

St. John's University
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

<i>Diagnostic/Assessment Skills</i>						
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: _____

<i>Professional Conduct</i>						
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, Graduate Program in School Psychology
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

Appendix K

Fourth Year Externship Evaluation Form

St. John's University
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: _____

<i>Psychotherapy, Counseling, Consultation and Behavior Change Skills</i>						
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 <i>goals</i> for clients with different abilities and needs	1	2	3	4	5	N/A

Develops appropriate <i>interventions</i> 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: _____

<i>Professional Conduct</i>						
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, Graduate Program in School Psychology

St. John's University

8000 Utopia Parkway

Jamaica, NY 11439

Appendix L

Intervention Practicum Evaluation Form

St. John's University
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

<i>Intake/Monitoring Progress and Record Keeping Skills</i>						
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., QuicDoc)	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

Fifth Year Internship Evaluation Form

St. John's University
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, Graduate Program in School Psychology
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

Appendix N

Annual Student Progress Report


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.

1  GPA: Advisor: Mentor:


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

2  GPA: Advisor: Mentor:

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

3  GPA: Advisor: Mentor:

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

4  GPA: Advisor: Mentor:

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

Ready

Appendix O

A Philosophy of Best Practices in Conducting Psychoeducational Assessments

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 Evaluation Form

ST. JOHN'S UNIVERSITY GRADUATE SCHOOL OF ARTS & SCIENCES
COMPREHENSIVE EXAMINATION EVALUATION

te: Each examiner will complete this form and return it to the Chair, sealed in the envelope provided with the examination booklets.

UDENT CIRCLE Aud.D. / Psy. D.
MBER: NAME: DEGREE: MA/ MS/ MLS /DA* / PhD*

CHECK: WRITTEN _____ ORAL _____ DEPARTMENT: _____

ALUATION BASED ON: QUESTION NUMBER(S): _____ WHOLE EXAM: _____

TE: Each examiner will, after carefully evaluating his/her section of the examination, fill in the appropriate sections below. Sections A and C must be completed; Section B is optional. NO COMMENTS SHOULD BE WRITTEN ON EXAMINATION BOOKLETS.

CTION A.

Knowledge of Fundamentals Basic Grasp of the Subject	<input type="checkbox"/> Excellent <input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Fail
. Approach to Problems Organization of Materials and Information	<input type="checkbox"/> Excellent <input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Fail
I. Overall Solution Thoroughness and Depth of Answer	<input type="checkbox"/> Excellent <input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Fail
. Use of Language Clarity of Expression	<input type="checkbox"/> Excellent <input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Fail

CTION B. Comments: In this section each examiner is invited to make any additional comments, which, in his/her opinion, will provide the departmental examination committee with data which could be useful in the determination of the examination's final result.

CTION C. FINAL EVALUATION: ☐ PASS ☐ FAIL

Doctoral students must receive a grade of "B" or 80% (Good) in order to earn a passing grade.

Appendix Q

Comprehensive Examination Scoring Rubrics

Assessment Comprehensive Examination Scoring Rubric

This rubric was developed and modified from the National Certification in School Psychology (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 from operationalizing referral concerns and selecting assessment instruments, to designing interventions and/or offering recommendations. School psychologists 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 and will be attached to the final grading sheet offered by the Graduate Office of St. John's College. Students must receive a minimum of 80 out of the possible 100 points to receive a passing evaluation. Students are encouraged to write their papers following the structure of the rubric and have section headers reflecting each of the sections below.

Student ID# _____

Section 1: Referral Concern		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
1	The student's/client's area(s) of academic difficulty or social emotional difficulty are clearly defined.	4	3	2	1
2	The initial referral is operationalized through collaborative efforts (e.g., reading referral is operationalized via teacher interview as a reading decoding issue, behavioral and emotional problems are operationalized as specific behaviors and displays of emotion).	4	3	2	1
3	Inquiry into initial referral involves a wide range of possible consideration of relevant social, emotional, environmental, family, and school factors (e.g., behavior, motivation) to explain the problem.	4	3	2	1
4	The evaluator collects initial pre-referral intervention information (e.g., teacher/parent report regarding what has been tried in the past) to alleviate or correct the problem.	4	3	2	1
5	Parents/ guardians, teachers, and other relevant individuals were involved in the initial referral process.	4	3	2	1
Section total score		____/20			
Section 2: Assessment Planning		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
6	Hypotheses regarding the reasons for the referral concern(s) were generated through collaboration with teachers and parents, as well as the extant literature.	4	3	2	1
7	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 examiner to evaluate each proposed hypothesis.	4	3	2	1
8	Hypotheses reflect an awareness of the complexity of learning and behavioral, and emotional issues (e.g., physical, social, emotional, environmental, cognitive	4	3	2	1

	factors).				
Section total score		____/12			
Section 3: Evaluation/Interpretation		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
9	Evaluation included instruments and procedures appropriate to the referral concern as well as examinee factors (e.g., age, cultural/linguistic differences).	4	3	2	1
10	Evaluation included standardized procedures and/or a systematic assessment approach (e.g., cross-battery assessment principles and procedures; curriculum-based assessment procedures; multi-method assessment, or integrates rating scales/measures of pathology, classroom behavioral observations, and clinical interviews).	4	3	2	1
11	Evaluation considers the needs of the examinee (e.g., rapport development, length of testing considerations, specific needs of examinee).	4	3	2	1
12	Follow-up measures are administered where needed and/or additional data collection methods were utilized.	4	3	2	1
13	Impact of non-cognitive factors on test performances is considered.	4	3	2	1
14	Interpretation of data moves from interpretable global indices to specific task performances or from formulating a hypothesis to using data from social-emotional scales to disconfirm or corroborate the hypothesis.	4	3	2	1
15	Examiner identifies conditions, situations or stimuli under which examinee's performance varies (e.g., task stimuli, testing of limits, behavioral differences across classes, teachers, home versus school differences).	4	3	2	1
16	Areas assessed within the evaluation allow the examiner to fully address all elements of the referral and examines evidence that the examiner's identification of specific areas to assess are guided by current research or theory.	4	3	2	1
Section total score		____/32			
Section 4: Intervention/Recommendations		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
17	Intervention/recommendation selection is the result of systematic data-based decision making.	4	3	2	1
18	Interventions/recommendations are empirically supported.	4	3	2	1
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).	4	3	2	1
Section total score		____/12			
Section 5: Legal/Ethical Considerations		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
20	Relevant aspects of the assessment complied with applicable ethical and professional standards.	4	3	2	1

21	Relevant aspects of the assessment complied with applicable federal and state legal and statutory regulations.	4	3	2	1
22	The assessment was consistent with best practices that reflect the philosophy of the program.	4	3	2	1
Section total score		____/12			
Section 6: Evaluation of Written Component		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
23	The writing is logical, well organized, and clear.	4	3	2	1
24	The writing is grammatically correct, free of typographical/spelling errors, and readily comprehensible.	4	3	2	1
25	The writing presents a persuasive and convincing opinion regarding the findings.	4	3	2	1
Section total score		____/12			

EXAM TOTAL SCORE ____/100 PASS ☐ FAIL ☐

Evaluator's Signature: _____ Date: _____

Consultation Comprehensive Examination Scoring Rubric

This rubric was developed and modified from the National Certification in School Psychology (NCSP) Case Study to provide feedback on specific areas of your case study write-up. School psychologists are expected to have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists 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 and will be attached to the final grading sheet offered by the Graduate Office of St. John's College. Students must receive a minimum of 80 out of the possible 100 points to receive a passing evaluation. Students are to write their papers following the structure of the rubric and have section headers reflecting each of the sections below.

Student ID# _____

Section 1: Problem Identification		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
1	Baseline includes the student behavior and peer/grade norms.	4	3	2	1
2	The target behavior or problem is identified, clearly stated, operationally defined (observable, measurable, quantifiable)	4	3	2	1
3	The consultant and the consultee collaboratively develop a treatment goal (s) including audience, behavior, degree/criterion, and context.	4	3	2	1
4	Parents/guardians and teachers are involved in the problem-identification process. If parents/guardians <i>not</i> involved, explain why.	4	3	2	1
Section total score		____/16			
Section 2: Problem Analysis		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
5	Hypotheses are generated through collaboration with teacher and/or parent.	4	3	2	1
6	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.	4	3	2	1
7	All relevant antecedents, consequences, and setting events are identified and used to generate hypotheses about the function(s) of the student's behavior	4	3	2	1
8	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>	4	3	2	1
Section total score		____/16			
Section 3: Intervention from Consultation		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>

9	Intervention(s) selection is based on data from problem analysis and hypothesis testing (intervention must be linked to assessment!)	4	3	2	1
10	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis) for the target problem and references are cited/presented	4	3	2	1
11	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)	4	3	2	1
12	Intervention plan includes relevant antecedent-based strategies (prevention), teaching replacement skills or behaviors, and/or consequence-based strategies	4	3	2	1
13	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.	4	3	2	1
14	Acceptability of intervention is verified	4	3	2	1
15	Intervention selection considers unintended outcomes or limitations	4	3	2	1
16	Intervention is monitored and intervention integrity data is collected to ensure that it is implemented as designed. If intervention was not implemented with fidelity, explain why, and how you attempted to rectify this.	4	3	2	1
Section total score		<u> </u> /32			
Section 4: Evaluation		Good	Fair	Poor	Fail
17	Single-case design was specified (e.g., changing criterion, AB, multiple baseline, reversal, alternating treatment, etc.)	4	3	2	1
18	Charting (graph) includes student performance trend lines, and/or goal lines.	4	3	2	1
19	Progress monitoring data are demonstrated to be effective when compared to data generated from baseline data and data from multiple sources/settings. If not effective, explain why this might be.	4	3	2	1
20	Visual analysis of graphs are used to explain progress monitoring data to inform problem solving and decision making; i.e., the intervention plan was adjusted as needed (or not adjusted) based on data showing how student was responding to the plan.	4	3	2	1
21	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). <i>Note: Must explain how effect size was calculated.</i>	4	3	2	1

22	Strategies for transfer/ generalizing outcomes to other settings are documented as effective. If not effective, explain why this might be.	4	3	2	1
23	Strategies for following up, including maintenance and or modifications for future interventions for this student are considered based upon collaborative examination of effectiveness data.	4	3	2	1
Section total score		____/28			
Section 5: Legal/Ethical Considerations		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
24	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.	4	3	2	1
Section total score		____/4			
Section 6: Overall Evaluation of Written Component		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
25	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. All writing is done in complete, grammatically correct sentences and is free from typos or spelling errors. In-text citations and references are provided in correct APA format.	4	3	2	1
Section total score		____/4			

EXAM TOTAL SCORE

____/100 PASS ☐ FAIL ☐

Evaluator's Signature: _____ Date: _____

Psychological Intervention Comprehensive Examination Scoring Rubric

This rubric was developed and modified from the National Certification in School Psychology (NCSP) Case Study to provide feedback on specific areas of your written case study. School psychologists are expected to have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be completed by the faculty evaluator and will be attached to the final grading sheet offered by the Graduate Office of St. John's College. Students must receive a minimum of 80 out of the possible 100 points to receive a passing evaluation. Students are encouraged to write their papers following the structure of the rubric and have section headers reflecting each of the sections below.

Student ID# _____

		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
<i>1.</i>	The presenting problems were collaboratively identified using teacher(s), parent(s), and child reports. Explanation was provided if this criteria were not met.	4	3	2	1
<i>2.</i>	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 criteria was not met)	4	3	2	1
<i>3.</i>	The target behaviors were operationally defined	4	3	2	1
<i>4.</i>	The target behaviors were discussed in the context of appropriate developmental expectations (ex. norms, grade level expectations, age expectations)	4	3	2	1
<i>5.</i>	Baseline measures of the target problem behaviors were obtained (measures should reflect current evidence-based methodology)	4	3	2	1
Section total score		____/20			
		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
<i>6.</i>	A case conceptualization was generated that integrated information collected from multiple informants and measures. Explanation was provided if this criteria was not met	4	3	2	1
<i>7.</i>	The case conceptualization reflected an awareness of issues of diversity (e.g., physical, social, class, linguistic, religious, cultural)	4	3	2	1
<i>8.</i>	The case conceptualization was based on an evidence-based theory or empirical findings and logically followed form	4	3	2	1

	these positions.				
9.	The case conceptualization included hypothetical mediating variables proposed by theories that were clearly separated from the outcome measures.	4	3	2	1
10.	The case conceptualization was re-formulated if the interventions failed to result obtain positive results	4	3	2	1
Section total score		____/20			
		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
11.	The intervention was clearly defined and followed from the case conceptualization and FBA	4	3	2	1
12.	An agreement on the goals of therapy was accomplished to form a good therapeutic alliance	4	3	2	1
13.	An explanation of the intervention was provided to the client and the client understood and consented to the intervention?	4	3	2	1
14.	Interventions reflected the best evidence-based practice. Explanation was provided for why the intervention was used if this criteria was not met	4	3	2	1
15.	If multiple problems exist that required intervention, a rationale was provided concerning which order that the problems were treated.	4	3	2	1
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)	4	3	2	1
17.	Plan for the continued course of therapy, termination, or follow-up is presented. Explanation was provided if not met	4	3	2	1
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)	4	3	2	1
Section total score		____/32			
		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
19.	Progress monitoring data were present and included measures of the target outcome behavior(s)	4	3	2	1
20.	Outcomes were charted included trend lines, and/or goal lines of the client's performance	4	3	2	1
21.	Effect size(s) (R, R ² or d) were calculated demonstrating the impact of intervention on client	4	3	2	1
22.	The progress monitoring and outcome data presented in effect sizes and graphic displays were discussed in text with regard to their meaning for the treatment outcome.	4	3	2	1
23.	If progress monitoring data indicated no or insufficient progress, a new case conceptualization hypothesis was	4	3	2	1

	developed and modified treatment was implemented (if not applicable, score as effective)				
Section total score		____/20			
		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
24.	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines	4	3	2	1
Section total score		____/4			
		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
25.	The paper was logically organized. The writing was grammatically correct and contained no, typos or spelling errors. Citations and references were correctly formatted in APA style.	4	3	2	1
Section total score		____/4			

EXAM TOTAL SCORE ____/100 **PASS** ☐ **FAIL** ☐

Evaluator's Signature: _____ Date: _____

Appendix R

Professional Practice Competency Examination Scoring Rubrics

Assessment Professional Practice Competency Examination Scoring Rubric

Students must receive a minimum of 80 out of the possible 100 points to receive a passing evaluation. Students are encouraged to write their papers following the structure of the rubric and have section headers reflecting each of the sections below.

Student ID# _____

Section 1: Referral Concern		Good	Fair	Poor	Fail
1	The student's/client's area(s) of academic difficulty or social emotional difficulty are clearly defined.	4	3	2	1
2	The initial referral is operationalized through collaborative efforts (e.g., reading referral is operationalized via teacher interview as a reading decoding issue, behavioral and emotional problems are operationalized as specific behaviors and displays of emotion).	4	3	2	1
3	Inquiry into initial referral involves a wide range of possible consideration of relevant social, emotional, environmental, family, and school factors (e.g., behavior, motivation) to explain the problem.	4	3	2	1
4	The evaluator collects initial pre-referral intervention information (e.g., teacher/parent report regarding what has been tried in the past) to alleviate or correct the problem.	4	3	2	1
5	Parents/ guardians, teachers, and other relevant individuals were involved in the initial referral process.	4	3	2	1
Section total score		____/20			
Section 2: Assessment Planning		Good	Fair	Poor	Fail
6	Hypotheses regarding the reasons for the referral concern(s) were generated through collaboration with teachers and parents, as well as the extant literature.	4	3	2	1
7	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 examiner to evaluate each proposed hypothesis.	4	3	2	1
8	Hypotheses reflect an awareness of the complexity of learning and behavioral, and emotional issues (e.g., physical, social, emotional, environmental, cognitive factors).	4	3	2	1
Section total score		____/12			
Section 3: Evaluation/Interpretation		Good	Fair	Poor	Fail
9	Evaluation included instruments and procedures appropriate to the referral concern as well as examinee factors (e.g., age, cultural/linguistic differences).	4	3	2	1
10	Evaluation included standardized procedures and/or a systematic assessment approach (e.g., cross-battery assessment principles and procedures; curriculum-based assessment procedures; multi-method assessment, or integrates rating scales/measures of pathology,	4	3	2	1

	classroom behavioral observations, and clinical interviews).				
11	Evaluation considers the needs of the examinee (e.g., rapport development, length of testing considerations, specific needs of examinee).	4	3	2	1
12	Follow-up measures are administered where needed and/or additional data collection methods were utilized.	4	3	2	1
13	Impact of non-cognitive factors on test performances is considered.	4	3	2	1
14	Interpretation of data moves from interpretable global indices to specific task performances or from formulating a hypothesis to using data from social-emotional scales to disconfirm or corroborate the hypothesis.	4	3	2	1
15	Examiner identifies conditions, situations or stimuli under which examinee's performance varies (e.g., task stimuli, testing of limits, behavioral differences across classes, teachers, home versus school differences).	4	3	2	1
16	Areas assessed within the evaluation allow the examiner to fully address all elements of the referral and examines evidence that the examiner's identification of specific areas to assess are guided by current research or theory.	4	3	2	1
Section total score		____/32			
Section 4: Intervention/Recommendations		Good	Fair	Poor	Fail
17	Intervention/recommendation selection is the result of systematic data-based decision making.	4	3	2	1
18	Interventions/recommendations are empirically supported.	4	3	2	1
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).	4	3	2	1
Section total score		____/12			
Section 5: Legal/Ethical Considerations		Good	Fair	Poor	Fail
20	Relevant aspects of the assessment complied with applicable ethical and professional standards.	4	3	2	1
21	Relevant aspects of the assessment complied with applicable federal and state legal and statutory regulations.	4	3	2	1
22	The assessment was consistent with best practices that reflect the philosophy of the program.	4	3	2	1
Section total score		____/12			
Section 6: Evaluation of Written Component		Good	Fair	Poor	Fail
23	The writing is logical, well organized, and clear.	3	2	1	0
24	The writing is grammatically correct, free of typographical/spelling errors, and readily comprehensible.	3	2	1	0
25	The writing presents a persuasive and convincing opinion regarding the findings.	3	2	1	0

Section total score		____/9			
Section 7: Evaluation of Oral Component		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
26	The candidate's responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.	3	2	1	0
Section total score		____/3			

EXAM TOTAL SCORE ____/100 PASS ☐ FAIL ☐

Evaluator's Signature: _____

Date: _____

Consultation Professional Practice Competency Examination Scoring Rubric

Students must receive a minimum of 80 out of the possible 100 points to receive a passing evaluation. Students are to write their papers following the structure of the rubric and have section headers reflecting each of the sections below

Student ID# _____

Section 1: Problem Identification		Good	Fair	Poor	Fail
1	Baseline includes the student behavior and peer/grade norms.	4	3	2	1
2	The target behavior or problem is identified, clearly stated, operationally defined (observable, measurable, quantifiable)	4	3	2	1
3	The consultant and the consultee collaboratively develop a treatment goal (s) including audience, behavior, degree/criterion, and context.	4	3	2	1
4	Parents/guardians and teachers are involved in the problem-identification process. If parents/guardians <i>not</i> involved, explain why.	4	3	2	1
Section total score		____/16			
Section 2: Problem Analysis		Good	Fair	Poor	Fail
5	Hypotheses are generated through collaboration with teacher and/or parent.	4	3	2	1
6	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.	4	3	2	1
7	All relevant antecedents, consequences, and setting events are identified and used to generate hypotheses about the function(s) of the student's behavior	4	3	2	1
8	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>	4	3	2	1
Section total score		____/16			
Section 3: Intervention from Consultation		Good	Fair	Poor	Fail
9	Intervention(s) selection is based on data from problem analysis and hypothesis testing (intervention must be linked to assessment!)	4	3	2	1
10	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis) for the target problem and references are cited/presented	4	3	2	1
11	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)	4	3	2	1

12	Intervention plan includes relevant antecedent-based strategies (prevention), teaching replacement skills or behaviors, and/or consequence-based strategies	4	3	2	1
13	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.	4	3	2	1
14	Acceptability of intervention is verified	4	3	2	1
15	Intervention selection considers unintended outcomes or limitations	4	3	2	1

16	Intervention is monitored and intervention integrity data is collected to ensure that it is implemented as designed. If intervention was not implemented with fidelity, explain why, and how you attempted to rectify this.	4	3	2	1
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Section total score ____/32

Section 4: Evaluation

Good Fair Poor Fail

17	Single-case design was specified (e.g., changing criterion, AB, multiple baseline, reversal, alternating treatment, etc.)	4	3	2	1
18	Charting (graph) includes student performance trend lines, and/or goal lines.	4	3	2	1
19	Progress monitoring data are demonstrated to be effective when compared to data generated from baseline data and data from multiple sources/settings. If not effective, explain why this might be.	4	3	2	1
20	Visual analysis of graphs are used to explain progress monitoring data to inform problem solving and decision making; i.e., the intervention plan was adjusted as needed (or not adjusted) based on data showing how student was responding to the plan.	4	3	2	1
21	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). <i>Note: Must explain how effect size was calculated.</i>	4	3	2	1
22	Strategies for transfer/ generalizing outcomes to other settings are documented as effective. If not effective, explain why this might be.	4	3	2	1
23	Strategies for following up, including maintenance and or modifications for future interventions for this student are considered based upon collaborative examination of effectiveness data.	4	3	2	1

Section total score ____/28

Section 5: Legal/Ethical Considerations

Good Fair Poor Fail

24	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.	4	3	2	1
Section total score		____/4			
Evaluation of Written Component		Good	Fair	Fail	
25	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. All writing is done in complete, grammatically correct sentences and is free from typos or spelling errors. In-text citations and references are provided in correct APA format.	2	1	0	
Section total score		____/2			
Section 7: Evaluation of Oral Component		Good	Fair	Fail	
26	The candidate's responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.	2	1	0	
Section total score		____/2			

EXAM TOTAL SCORE ____/100 PASS ☐ FAIL ☐

Evaluator's Signature: _____

Date: _____

Psychological Intervention Professional Practice Competency Examination Scoring Rubric

Students must receive a minimum of 80 out of the possible 100 points to receive a passing evaluation. Students are encouraged to write their papers following the structure of the rubric and have section headers reflecting each of the sections below.

Student ID# _____

		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
<i>1.</i>	The presenting problems were collaboratively identified using teacher(s), parent(s), and child reports. Explanation was provided if this criteria were not met.	4	3	2	1
<i>2.</i>	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 criteria was not met)	4	3	2	1
<i>3.</i>	The target behaviors were operationally defined	4	3	2	1
<i>4.</i>	The target behaviors were discussed in the context of appropriate developmental expectations (ex. norms, grade level expectations, age expectations)	4	3	2	1
<i>5.</i>	Baseline measures of the target problem behaviors were obtained (measures should reflect current evidence-based methodology)	4	3	2	1
Section total score		____/20			
		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
<i>6.</i>	A case conceptualization was generated that integrated information collected from multiple informants and measures. Explanation was provided if this criteria was not met	4	3	2	1
<i>7.</i>	The case conceptualization reflected an awareness of issues of diversity (e.g., physical, social, class, linguistic, religious, cultural)	4	3	2	1
<i>8.</i>	The case conceptualization was based on an evidence-based theory or empirical findings and logically followed from these positions.	4	3	2	1
<i>9.</i>	The case conceptualization included hypothetical mediating variables proposed by theories that were clearly separated from the outcome measures.	4	3	2	1
<i>10.</i>	The case conceptualization was re-formulated if the interventions failed to result obtain positive results	4	3	2	1
Section total score		____/20			
		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
<i>11.</i>	The intervention was clearly defined and followed from the	4	3	2	1

	case conceptualization and FBA				
12.	An agreement on the goals of therapy was accomplished to form a good therapeutic alliance	4	3	2	1
13.	An explanation of the intervention was provided to the client and the client understood and consented to the intervention?	4	3	2	1
14.	Interventions reflected the best evidence-based practice. Explanation was provided for why the intervention was used if this criteria was not met	4	3	2	1
15.	If multiple problems exist that required intervention, a rationale was provided concerning which order that the problems were treated.	4	3	2	1
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)	4	3	2	1
17.	Plan for the continued course of therapy, termination, or follow-up is presented. Explanation was provided if not met	4	3	2	1
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)	4	3	2	1
Section total score		<u> </u> /32			
		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
19.	Progress monitoring data were present and included measures of the target outcome behavior(s)	4	3	2	1
20.	Outcomes were charted included trend lines, and/or goal lines of the client's performance	4	3	2	1
21.	Effect size(s) (R, R ² or d) were calculated demonstrating the impact of intervention on client	4	3	2	1
22.	The progress monitoring and outcome data presented in effect sizes and graphic displays were discussed in text with regard to their meaning for the treatment outcome.	4	3	2	1
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)	4	3	2	1
Section total score		<u> </u> /20			
		<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Fail</i>
24.	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines	4	3	2	1
Section total score		<u> </u> /4			
Evaluation of Written Component		<i>Good</i>	<i>Fair</i>	<i>Fail</i>	

25.	The paper was logically organized. The writing was grammatically correct and contained no, typos or spelling errors. Citations and references were correctly formatted in APA style.	2	1	0
Section total score		____/2		
Section 7: Evaluation of Oral Component		<i>Good</i>	<i>Fair</i>	<i>Fail</i>
26.	The candidate's responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.	2	1	0
Section total score		____/2		

EXAM TOTAL SCORE ____/100 PASS ☐ FAIL ☐

Evaluator's Signature: _____

Date: _____

Appendix S

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

The Dissertation Contract Form

The Dissertation Planning Form

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

Two Sections of the Doctoral Dissertation

The doctoral dissertation for this program will consist of two parts that reflect the practitioner/scholar 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”).

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 on going 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:

- 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 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

Dissertation Contract

Student's Name: _____

Mentor's Name: _____

PROPOSED TITLE OF DISSERTATION:

Mentor agrees to:

1. 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.
2. Read each draft of the dissertation or any chapters therein in a timely fashion (within 3 weeks).

Student agrees to:

1. Read the literature in preparation for regular meetings with his or her mentor.
2. Develop a clear statement of the research topic and its relevance for school psychology.
3. Review all major theories in the topic area.
4. Review all basic and applied empirical research in the topic area.
5. Summarize substantive conclusions from the related literature.
6. Summarize the quality of research in the area, including the appropriateness of the methodology.
7. Discuss the implications of the research as well as how the substantive findings from this research are applicable to the practice of school psychology.

Note: This contract must be submitted to the Program Director by *April 15th of the third full year*. Students who do not meet this requirement will not be permitted to register for any future courses.

Mentor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

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 (within 3 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*			
<i>Data Collection</i>			
Start Collecting Data			
Finish Collecting Data			
<i>Dissertation</i>			
Statistical Analyses			
Method			
Results			
Discussion			
<i>Scheduling of Orals</i>			

*** Must be completed by May 1st in the year prior to beginning 5th year internship**

Mentor Name: _____

Student Name: _____

Date: _____

Date: _____

Students must submit this form to the Program Director by December 15th of the 4th full year.

Appendix T

Testing Kit Policy

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 15, Room 11, and in a locked cabinet across the hall. Barbara Passudetti, the School Psychology department secretary, is in possession of keys to the testing room and the key box inside (which contains the keys to the cabinets), as do the two Graduate Assistants assigned to the testing room, who are chosen by the department with input from Dr. Dawn Flanagan. Neither professor nor student may remove testing materials from the testing room without speaking with the Graduate 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 Graduate 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 Graduate 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 Graduate Assistants, who can be reached at (718) 990-6855.

Appendix U

Planning Form General Track Psy.D.

Planning Form Bilingual Track Psy.D.

Planning Form Advanced Standing Psy.D.

St. John's University
PLANNING FORM: General Track Psy.D. Students

Name: _____

Date: _____

Year of Entry: _____

**Recommended Sequence of
Required Psychology Courses:**

**Course
Credits**

**SJU
Credits**

**Transfer
Credits
(12 max.)**

Notes

1st Year Fall Semester

608 Statistical Design in Research
 665 Introduction to School Psychology
 661 Psychoeducational Assessment I
 617 Cognitive and Affective Basis of Behavior
 695 Research Colloquium

3
3
3
3
0

Cumulative credits:

12

1st Year Spring Semester

614 Multivariate Analysis for Psychological Research
 666 Interviewing and Case Formulation
 671 Child & Adolescent Personality Assessment I
 662 Psychoeducational Assessment II
 695 Research Colloquium

3
3
3
3
0

Cumulative credits (semester/total):

12/24

2nd Year Fall Semester

722 Social Basis of Behavior
 749 Behavior Therapy: Assess., treatm't, & Consult'n
 715 Assessment, Diagnosis, and Remediation of LD
 726 Psychopathology of Childhood & Adolescence I
 or 727 Psychopathology of Childhood & Adolescence II
 761 Psychological Assessment Practicum I
 695 Research Colloquium

3
3
3
3
3
3
0

Cumulative credits (semester/total):

15/39

2nd Year Spring Semester

659 Measurement & Scaling
 648 Physiological Psychology
 716 Psychoeducational Consultation
 727 Psychopathology of Childhood & Adolescence II
 or 726 Psychopathology of Childhood & Adolescence I
 762 Psychological Assessment Practicum II
 695 Research Colloquium

3
3
3
3
3
3
0

Cumulative credits (semester/total):

15/54

2nd Year Summer Semester

763 School Psychology Intervention Practicum I

3
3/57

3rd Year Fall Semester

615 Research Methods in School Psychology
 752 School Psychology Internship Seminar I
 624 Developmental Psychology
 764 School Psychology Intervention Practicum II
 695 Research Colloquium

3
3
3
3
0

Cumulative credits (semester/total):

12/69

3rd Year Spring Semester

627 Cultural Diversity in Psychological Services
 753 School Psychology Internship Seminar I
 765 School Psychology Intervention Practicum III
 Elective:
 695 Research Colloquium

3
3
3
3
0

Professional Practice Competency Examination

Pass/Fail

Convocate: Master of Science Degree

Yes/No

Cumulative credits (semester/total):

12/81

4th Year Fall Semester

650 History and Systems	3	<input type="text"/>	<input type="text"/>	
754 School Psychology Internship Seminar III	3	<input type="text"/>	<input type="text"/>	
Elective:	3	<input type="text"/>	<input type="text"/>	
Elective:	3	<input type="text"/>	<input type="text"/>	
695 Elective:	0	<input type="text"/>	<input type="text"/>	
Cumulative credits (semester/total):	12/93	<input type="text"/>	<input type="text"/>	

4th Year Spring Semester

755 School Psychology Internship Seminar IV	3	<input type="text"/>	<input type="text"/>	
Elective:	3	<input type="text"/>	<input type="text"/>	
Elective:	3	<input type="text"/>	<input type="text"/>	
950 *Doctoral Research (3 tuition credits)	3	<input type="text"/>	<input type="text"/>	
695 Research Colloquium	0	<input type="text"/>	<input type="text"/>	
Cumulative credits (semester/total):	12/105	<input type="text"/>	<input type="text"/>	

5th Year Fall Semester

905 Internship I	0	<input type="text"/>	<input type="text"/>	
950 Doctoral Research	0	<input type="text"/>	<input type="text"/>	
695 Research Colloquium	0	<input type="text"/>	<input type="text"/>	
Cumulative credits (semester/total):	1/105	<input type="text"/>	<input type="text"/>	

5th Year Spring Semester

905 Internship II	0	<input type="text"/>	<input type="text"/>	
950 Doctoral Research	0	<input type="text"/>	<input type="text"/>	
695 Research Colloquium	0	<input type="text"/>	<input type="text"/>	
Cumulative credits (semester/total):	1/105	<input type="text"/>	<input type="text"/>	

OPTIONAL ELECTIVE CONCENTRATION (9 credits within a concentration)**AREA**:**

* - You only receive 3 credits towards your degree. You will pay for 3 credits except for semesters when on internship you will only pay for 1.

****If neuropsych., see Program Director**

Course #: _____ Title: _____			
.....	3	<input type="text"/>	<input type="text"/>
.....	3	<input type="text"/>	<input type="text"/>
.....	3	<input type="text"/>	<input type="text"/>
	9	<input type="text"/>	<input type="text"/>

Total Credits: /105

Advisor Initials:

St. John's University
PLANNING FORM: Bilingual Track Psy.D. Students

Name: _____

Date: _____

Year of Entry: _____

Recommended Sequence of Required Psychology Courses:	Course Credits	SJU Credits	Transfer Credits (12 max.)	Notes
<u>1st Year Fall Semester</u>				
608 Statistical Design in Research	3			
665 Introduction to School Psychology	3			
661B Psychoeducational Assessment I	3			
617 Cognitive and Affective Basis of Behavior	or 3			
695 Research Colloquium	0			
Cumulative credits:	12			
<u>1st Year Spring Semester</u>				
614 Multivariate Analysis for Psy Research	3			
666 Interviewing and Case Formulation	3			
671 Child & Adolescent Personality Assessment I	3			
662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	12/24			
<u>2nd Year Fall Semester</u>				
729 Psycholinguistics & Practice of School Psy w/ Culturally and Linguistically Diverse Populations	3			
749 Beh Therapy: Assess., treatm't, & Consult'n	3			
715 Assessment, Diagnosis & Remediation of LD	3			
726 Psychopathology of Childhood & Adolescence I	3			
or 727 Psychopathology of Childhood & Adolescence II	3			
761B Psy Assessment Practicum I - Bilingual	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	15/39			
<u>2nd Year Spring Semester</u>				
659 Measurement & Scaling	3			
648 Physiological Psychology	3			
716 Psychoeducational Consultation	3			
726 Psychopathology of Child & Adolescence I	3			
or 727 Psychopathology of Child & Adolescence II	3			
762B Psy Assessment Practicum II - Bilingual	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	15/54			
<u>2nd Year Summer Semester</u>				
763 School Psychology Intervention Practicum I	3			
	3/57			
<u>3rd Year Fall Semester</u>				
615 Research Methods in School Psychology	3			
752B Bilingual School Psy Internship Seminar I	3			
624 Developmental Psychology	3			
764 School Psychology Intervention Practicum II	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	12/69			

3rd Year Spring Semester

627 Cultural Diversity in Psychological Services	3
753 School Psychology Internship: Seminar II	3
765 School Psychology Intervention Practicum III	3
Elective:	3
695 Research Colloquium	0
Convocate: Master of Science Degree	Yes/No
Cumulative credits (semester/total):	12/81

4th Year Fall Semester

622 Social Basis of Behavior	3
754 School Psychology Internship: Seminar III	3
Elective:	3
Elective:	3
695 Research Colloquium	0
Cumulative credits (semester/total):	12/93

4th Year Spring Semester

650 History and Systems	3
755 School Psychology Internship Seminar IV	3
Elective	3
950 Doctoral Research	3
695 Research Colloquium	0
Cumulative credits (semester/total):	12/105

5th Year Fall Semester

905 Internship I	0
950 Doctoral Research	0
695 Research Colloquium	0
Cumulative credits (semester/total):	1/105

5th Year Spring Semester

905 Internship II	0
950 Doctoral Research	0
695 Research Colloquium	0
	1/105

OPTIONAL ELECTIVE CONCENTRATION (9 credits within a concentration)**AREA**:**

* - You only receive 3 credits towards your degree. You will pay for 3 credits except for semesters when on internship you will only pay for 1.

Course #: Title:

.....	3		
.....	3		
.....	3		
.....	9		

Total Credits: /105**Advisor Initials:**

St. John's University
PLANNING FORM: Advanced Standing Psy.D. Students

Name: _____

Date: _____

Year of Entry: _____

**Recommended Sequence of
Required Psychology Courses:**

**Course
Credits**

**SJU
Credits**

**Transfer
Credits**
(12 max.)

Notes

Incoming 1st Year Summer Semester

763 School Psychology Intervention Practicum I

3

1st Year Fall Semester

608 Statistical Design in Research

3

754 School Psychology Seminar III:

3

764 School Psychology Intervention Practicum II

3

624 Developmental Psychology

3

695 Research Colloquium

0

Cumulative credits:

12/15

1st Year Spring Semester

614 Multivariate Analysis for Psychological Research

3

Elective:

3

755 School Psychology Seminar IV: Psychological Interventions

3

765 School Psychology Intervention Practicum III

3

695 Research Colloquium

0

Cumulative credits (semester/total):

12/27

2nd Year Fall Semester

650 History and Systems

3

Elective:

3

Elective:

3

695 Research Colloquium

0

Cumulative credits (semester/total):

9/36

2nd Year Spring Semester

627 Cultural Diversity in Psychological Services

3

Elective:

3

*950 Doctoral Research

3

Elective:

3

695 Research Colloquium

0

Cumulative credits (semester/total):

12/48

3rd Year Fall Semester

905 School Psychology Doctoral Internship I

0

*950 Doctoral Research

1

695 Research Colloquium

0

Cumulative credits (semester/total):

0

Cumulative credits (semester/total):

1/49

3rd Year Spring Semester

906 School Psychology Doctoral Internship II

0

950 Doctoral Research

1

695 Research Colloquium

0

Professional Practice Competency Examination

Pass/Fail

Convocate: Master of Science Degree

Yes/No

Cumulative credits (semester/total):

1/50

OPTIONAL ELECTIVE CONCENTRATION (9 credits within a concentration)**AREA**:**

*You will only receive 3 credits towards your degree. You will pay for 3 credits until dissertation is completed except for the semester when you are on internship you will pay for 1 credit.

****If neuropsych., see Program Director**

Course #:

Title:

3

3

3

9

Dissertation

Mentor / Name:

Date:

Pass/Fail; yes/no

Proposal Meeting:

Defense Date:

Pass/Fail

Total Credits:**/48**

Appendix V

NASP Standards for Training and Practice

NASP Standards

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
