Doctor of Psychology (Psy.D.)
Program in School Psychology
Student Handbook
2019-2020

Department of Psychology

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APPENDICES

I. OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

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

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

B. PROGRAM PHILOSOPHY

1. Program Mission

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

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

2. Program Goals and Objectives

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

The Program requires four, full-time, in-residence years of graduate study and the completion of a fulltime, doctoral internship during the fifth year. The Program's version of the practitioner-scientist model of training is demonstrated throughout the training sequence, research opportunities, coursework, research projects, and field-work experiences; and is an appropriate integration of the science and practice of psychology.

The Program's training model is sequential in nature, logically building upon prior training and increasing

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

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

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

Goal 2. To Foster Students' Consultation and Collaboration Skills

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

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

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

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

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

Goal 5. To Foster Student Diversity in Development and Learning

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

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

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

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

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

Goal 8. To Foster Home/School/Community Collaboration

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

Goal 9. To Develop Skills in Research and Program Evaluation

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

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

Objectives:
- Understand the history and foundations of psychology
- Understand the history and foundations of the profession of school psychology
- Understand various service models (i.e., direct, indirect) and methods in school psychology practice (i.e. assessment, consultation, intervention)

- Understand public policy development applicable to services to children and families
- Understand ethical, professional, and legal standards in the practice of school psychology
- Become a life-long learner, conduct scholarly inquiries, and solve problems professionally

Goal 11. To Foster Skills in Using Information Technology

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

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

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

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

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

Students become familiar with the varied roles and functions of the school psychologist. The program exposes students to professional school psychologists in a variety of educational contexts: preschool, elementary, intermediate, secondary and college settings; special educational programs; Committees for Special Education; community mental health centers; and in residential, day, and hospital programs for exceptional children. We accomplish this through the diverse experiential learning opportunities, practica, field placements, and internships provided in the second, third, and fourth years of course work.

3. Professional Psychologists' Oath

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

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

C. FINANCIAL SUPPORT

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

1. Assistantships and Fellowships

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

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

II. POLICY AND PROCEDURES

A. ACADEMIC STANDING

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

appropriate, corrective course of action.

B. FULL AND PART TIME STUDY

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

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

C. REGISTRATION

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

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

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

When there are two or more sections of a particular course, the department and the program 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 the Program Director. If the student believes the matter has not been resolved satisfactorily, he or she should proceed according to the chain of command and consult with the Department Chair, the Associate Dean for Graduate Studies, and, finally, the Dean of St. John's College.

Advanced Standing Registration. Given the unique training needs of Advanced Standing students, the Program Director will meet with each student upon enrolling in the program and will develop an

individualized course sequence. The Advanced Standing student will be solely responsible for following this schedule.

D. CONTINUOUS ENROLLMENT

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

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

E. TIME LIMIT

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

F. ATTENDANCE POLICY

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

G. GRADING

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

Grade:		Quality Points:
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
F		0
INC	Incomplete	0
ABF	Absent/Failure	0

WD	Withdrawal	0
P	Passing	0
AU	Audit	0

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

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

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

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

1. Incomplete Grades

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

2. Missing the Final Examination

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

3. Withdrawal Grades

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

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

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

4. Probation

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

H. FINAL EXAMINATIONS

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

I. TRANSFER CREDITS

A student (excluding Advanced Standing students) may transfer a maximum of twelve (12) credits from another accredited university with the approval of the Program Director and Dean. Requested transfer credits must not have fulfilled requirements for another degree. Forms are available from the Dean's Office to request transfer of credit. Catalog descriptions and an official transcript copy must be presented to the Program Director for the graduate courses for which transfer credit is requested. The Program Director will forward all information to the Dean's office for final approval. If the grade obtained was

below a "B," no transfer credit will be allowed. No credit will be given for pass/fail courses. Transfer credits will not affect cumulative quality points. No degree credit will be allowed for courses completed after the stipulated time limit (see "Time Limits"). To request transfer credit, students must have already completed a minimum of twelve credits in the graduate program at St. John's. The entire review process takes one to two months. Transfer of credit must occur before the semester in which the student will be applying for the comprehensive examination.

J. PROGRAM DEGREE REQUIREMENTS

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

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

K. STUDENT WORK POLICY

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

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

§7600. Introduction.
This article applies to the profession and practice of psychology and to the use of the title "psychologist". The general provisions for all professions contained in article one hundred thirty of this title apply to this article.

§7601. Practice of Psychology and Use of the title "psychologist".
Only a person licensed or otherwise authorized under this article shall be authorized to practice psychology or to use the title "psychologist" or to describe his or her services by use of the words "psychologist", "psychology" or "psychological" in connection with his or her practice.

§7601-a. Definition of the practice of psychology.
1. The practice of psychology is the observation, description, evaluation, interpretation, and modification of behavior for the purpose of preventing or eliminating symptomatic, maladaptive

or undesired behavior; enhancing interpersonal relationships, personal, group or organizational effectiveness and work and/or life adjustment; and improving behavioral health and/or mental health. The practice includes, but is not limited to psychological (including neuropsychological) testing and counseling; psychoanalysis; psychotherapy; the diagnosis and treatment of mental, nervous, emotional, cognitive or behavioral disorders, disabilities, ailments or illnesses, alcoholism, substance abuse, disorders of habit or conduct, the psychological aspects of physical illness, accident, injury or disability, psychological aspects of learning (including learning disorders); and the use of accepted classification systems.

2. The term "diagnosis and treatment" means the appropriate psychological diagnosis and the ordering or providing of treatment according to need. Treatment includes, but is not limited to counseling, psychotherapy, marital or family therapy, psychoanalysis, and other psychological interventions, including verbal, behavioral, or other appropriate means as defined in regulations promulgated by the commissioner.

L. MALPRACTICE / PROFESSIONAL LIABILITY INSURANCE

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

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

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

M. ACADEMIC INTEGRITY

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

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

Scientific misconduct is generally defined as any fabrication, falsification, omission, plagiarism, suppression, theft, misappropriation, or other practice that violates the standards commonly accepted

within the scientific community for proposing, conducting, or reporting research. Honest errors or honest differences in interpretations or judgments of data are not regarded as scientific misconduct. Specific acts of scientific misconduct include but are not limited to the following: falsification or misrepresentation of data, plagiarism, and abuse of confidentiality.

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

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

N. UNIVERSITY POLICY ON HARASSMENT AND DISCRIMINATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guidelines Determining Eligibility for Services:

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

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

The evaluator must include in the test report evidence that the instruments selected are reliable and valid for use with an adolescent or adult. Documentation of impairment alone may not be sufficient to require that the student be provided a reasonable accommodation. It must be demonstrated that the impairment rises to the level of a disability according to the Americans with Disabilities Act. For example, the impairment must substantially limit or restrict a major life activity (i.e., learning, reading, concentrating, and/or thinking). The documentation must provide information to support the need for all accommodations requested.

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

Temporary accommodations are considered.

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

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

P. INTERNATIONAL STUDENTS

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

Q. GRIEVANCE POLICY

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

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

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

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

If the student is not satisfied with the results of the meeting with the department chair, he or she may submit a written complaint to the Graduate Educational Policy Committee (GEPC), along with a request for a meeting with the GEPC. All students are informed as to who the faculty members are of the GEPC at the beginning of each academic year. The written grievance should be presented promptly to the GEPC and prior to the scheduled meeting. After the student meets with the GEPC, the Department Chair will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution will be included in the student's file.

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

R. REMEDIATION POLICY: HANDLING & REMEDIATING STUDENT DIFFICULTIES

The procedures for the handling and remediation of any noted difficulties in progress will be communicated directly to the student as follows: student progress is reviewed annually at a meeting of the

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

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

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

III. STRUCTURE OF THE SCHOOL PSYCHOLOGY PROGRAM

A. SCHEDULE FOR FULL-TIME STUDENTS: GENERAL TRACK

FIRST YEAR FALL SEMESTER
608 - Statistical Design in Research	3 credits
608L – Statistical Design in Research Lab	0 credits
661 - Psychoeducational Assessment I	3 credits
661L - Psychoeducational Assessment I	0 credits
665 - Introduction to School Psychology	3 credits
617 - Cognitive & Affective Basis of Behavior	3 credits
	(12 credits)

FIRST YEAR SPRING SEMESTER
614 - Multivariate Analysis for Psychological Research	3 credits
614L – Multivariate Analysis for Psychological Research - Lab	0 credits
662 - Psychoeducational Assessment II	3 credits
662L - Psychoeducational Assessment II - Lab	0 credits
666 - Interviewing Skills for Counseling and Consultation	3 credits
671 - Child & Adolescent Personality Assessment I	3 credits

(Total credits after the first year - 24 credits)

FIRST YEAR SUMMER SEMESTER (optional)
761 - Psychological Assessment Practicum I[1]	3 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
761 - Psychological Assessment Practicum I[2]	3 credits
749 - Behavior Therapy: Assessment, Treatment & Consultation	3 credits
722 - Social Basis of Behavior	3 credits
	(39 credits)

SECOND YEAR SPRING SEMESTER
759 - Psychometrics	3 credits
648 - Physiological Psychology	3 credits
716 - Psychoeducational Consultation	3 credits
Either 726 - Psychopathology Across the Lifespan I	
Or 727 - Psychopathology Across the Lifespan II	3 credits
762 - Psychological Assessment Practicum II[2]	3 credits
	(54 credits)

SECOND YEAR SUMMER SEMESTER
763 - School Psychology Intervention Practicum I[3]	3 credits
850 - Cognitive Psychotherapies	3 credits

(Total credits after the second year - 60 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[1]	3 credits
	(72 credits)

THIRD YEAR SPRING SEMESTER
105 – Comprehensive Examination	0 Credits
627 - Cultural Diversity in Psychological Services	3 credits
753 - School Psychology Internship Seminar II: Psychological Interventions[2]	3 credits

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[1] Students may take 761 in the summer following the completion of their first year of studies in order to assist with studies and other university approved sites for external practica.

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

[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 Certified School Psychologist who is also a Licensed Psychologist.

765 - School Psychology Intervention Practicum III[1]   3 credits
Elective   3 credits
<div style="text-align:center">(Total credits after the third year - 84 credits)</div>

The Praxis 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 School Psychologists Examination and the Comprehensive Examination.

FOURTH YEAR FALL SEMESTER
650 - History and Systems   3 credits
754 - School Psychology Internship Seminar III[3]   3 credits
Elective   3 credits
<div style="text-align:center">(93 credits)</div>

Students must successfully defend their dissertation proposals by December 1st of their 4th year to qualify to go on their 5th year internship.

FOURTH YEAR SPRING SEMESTER
105 – Comprehensive Examination   0 Credits
755 - School Psychology Internship Seminar IV[1]   3 credits
Elective   3 credits
Elective   3 credits
950 - Doctoral Research   3 credits
<div style="text-align:center">(Total credits after the fourth year - 105 credits)</div>

FIFTH YEAR FALL SEMESTER
905 - Internship I   0 credits
950 - Doctoral Research[2]   If on Internship 1 credit
                                                          If NOT on Internship 3 credits
<div style="text-align:center">(105 credits)</div>

FIFTH YEAR SPRING SEMESTER
906 - Internship II   0 credits
950 - Doctoral Research[2]   If on Internship 1 credit
                                                           If NOT on Internship 3 credits
<div style="text-align:center">(Total credits for completion of degree requirements - 105 credits)</div>

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

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

[2] 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

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

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

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

> a. Developmental Psychology (PSY 624) includes extensive discussion of cross-cultural perspectives in child development.

> b. Interviewing and Case Formulation (PSY 666) includes readings in counseling and interviewing culturally diverse children.

> c. Child and Adolescent Personality Assessment I (PSY 671) includes instruction on the use of personality tests and their standardization with African American and Hispanic youth.

> d. School Psychology Internship Seminar I (PSY 752B) includes instruction on the State Education Department's regulations concerning the assessment and placement of bilingual children.

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

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

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

Enrollment in the Bilingual Track. Students must obtain approval from the Program Director to enroll in the bilingual track. This decision must be made prior to the 2nd semester in the program (during the Fall of the 1st year). Enrollment in the bilingual track is not contingent upon passing the BEA. Students are

expected to take the BEA exam only if they want to receive the bilingual credential in New York State. Those who chose not to take the BEA can still utilize the bilingual training in their practice as school psychologists.

1. Schedule for 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
608L – Statistical Design in Research Lab	0 credits
661 - Psychoeducational Assessment I	3 credits
661L – Psychoeducational Assessment I – Lab	0 credits
665 - Introduction to School Psychology	3 credits
617 - Cognitive & Affective Basis of Behavior	3 credits
	(12 credits)

FIRST YEAR SPRING SEMESTER

614 - Multivariate Analysis for Psychological Research	3 credits
614L – Multivariate Analysis for Psychological Research Lab	0 credits
662B - Psychoeducational Assessment of Culturally and Linguistically Diverse Children	3 credits
662L - Psychoeducational Assessment of Culturally and Linguistically Diverse Children	0 credits
666 - Interviewing Skills for Counseling and Consultation	3 credits
671 - Childhood & Adolescent Personality Assessment I	3 credits
	(Total credits after first year - 24 credits)

FIRST YEAR SUMMER SEMESTER (optional)

761B - Psychological Assessment Practicum I - Bilingual[1]	3 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[2]	3 credits
749 - Behavior Therapy: Assessment, Treatment & Consultation	3 credits
729 - Psycholinguistics & Practice of School Psychologists with Culturally & Linguistically Diverse Populations	3 credits
	(39 credits)

SECOND YEAR SPRING SEMESTER

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[1] Students may take 761 in the summer following the completion of their first year of studies in order to assist with studies and other university approved sites for external practica.

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

759 - Psychological Measurement & Scaling	3 credits
648 - Physiological Psychology	3 credits
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[2]	3 credits
	(54 credits)

SECOND YEAR SUMMER SEMESTER

763 - School Psychology Intervention Practicum I[1]	3 credits
850 - Cognitive Psychotherapies	3 credits
(Total credits after the second year - 60 credits)	

THIRD YEAR FALL SEMESTER

615 - Research Methods in School Psychology	3 credits
752B - Bilingual School Psychology Internship Seminar I: Professional Issues[2]	3 credits
624 - Developmental Psychology	3 credits
764 - Psychological Intervention Practicum II[1]	3 credits
	(72 credits)

THIRD YEAR SPRING SEMESTER

105 – Comprehensive Examination	0 credits
627 - Cultural Diversity in Psychological Services	3 credits
753 - School Psychology Internship Seminar II: Psychological Interventions[2]	3 credits
765 - Psychological Intervention Practicum III[1]	3 credits
Elective	3 credits
(Total credits after the third year - 84 credits)	

The Praxis: 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: School Psychologist Examination and the Comprehensive Examination.

FOURTH YEAR FALL SEMESTER

722 - Social Basis of Behavior	3 credits
754 - School Psychology Internship Seminar III[3]	3 credits
Elective	3 credits
	(93 credits)

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

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

*Students must successfully defend their dissertation proposals by December 1st of their 4th year to qualify to go on their 5th year internship.

<u>FOURTH YEAR SPRING SEMESTER</u>
105- - Comprehensive Examination	0 credits
650 - History and Systems	3 credits
755 - School Psychology Internship Seminar IV[1]	3 credits
Elective	3 credits
950 - Doctoral Research[22]	3 credits

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

<u>FIFTH YEAR FALL SEMESTER</u>
905 - Internship I	0 credits
950 - Doctoral Research[5]	If on Internship pay 1 credit
	If NOT on Internship 3 credits

<u>FIFTH YEAR SPRING SEMESTER</u>
906 - Internship II	0 credits
950 - Doctoral Research[2]	If on Internship pay 1 credit
	If NOT on Internship 3 credits

    (Total credits for completion of degree requirements - 105 credits)

C. SCHEDULE FOR STUDENTS WITH ADVANCED STANDING

Students admitted with a Masters in School Psychology and a permanent or provisional certification in school psychology can be admitted with advanced standing. These students will be required to take 50 credits at a minimum. If the student's masters did not include courses that are required for licensure as a psychologist in New York State, the student will be required to substitute these courses for his or her electives. In addition, the student's elective courses may be used to take courses that the Program Director deems were deficient or absent in their School Certification education. They must take courses that exist in our program if they did not have equivalent courses in their masters/certification program. Courses required for licensure include: Social (Psy 722) or Cross-Cultural (Psy 625); Cognition (Psy 617); Physiological (Psy 648) or Biological bases; Scaling and Measurement (Psy 759); and Research Methods (Psy 615).

<u>FIRST YEAR SUMMER SEMESTER</u>
763 - School Psychology Intervention Practicum I[3]	3 credits
850 - Cognitive Psychotherapies	3 credits
	(6 credits)

<u>FIRST YEAR FALL SEMESTER</u>
608 - Statistical Design in Research	3 credits
624 - Developmental Psychology	3 credits
650 - History and Systems	3 credits

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

[2] 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.

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

| 764 - Psychological Intervention Practicum II[1] | 3 credits |
| | (18 credits) |

FIRST YEAR SPRING SEMESTER

614 - Multivariate Analysis for Psychological Research	3 credits
627 - Cultural Diversity in Psychological Services	3 credits
765- Psychological Intervention Practicum III[1]	3 credits
Elective	3 credits
	(Total credits after first year - 30 credits)

SECOND YEAR FALL SEMESTER

754- School Psychology Internship Seminar III[1]	3 credits
Elective	3 credits
Elective	3 credits
	(39 credits)

SECOND YEAR SPRING SEMESTER

755 - School Psychology Internship Seminar IV[2]	3 credits
950 - Doctoral Research[3]	3 credits
Elective	3 credits
	(Total credits after second year - 48 credits)

Students must have successfully defended their dissertation proposal by December 1st of their 2nd year in the program to be permitted to go on internship the following year.

THIRD YEAR FALL SEMESTER

905 - School Psychology Doctoral Internship I	0 credits
950 - Doctoral Research[2]	If on Internship pay 1 credit
	If NOT on Internship pay 3 credits
	(49 credits)

THIRD YEAR SPRING SEMESTER

906 - School Psychology Doctoral Internship II	0 credits
950 - Doctoral Research[2]	If on Internship pay 1 credit
	If NOT on Internship pay 3 credits
	(Total credits after third year - 50 credits)

D. REGISTRATION FOR DOCTORAL RESEARCH CREDITS

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

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

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

[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.

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

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

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

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

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

E. DESCRIPTION OF REQUIRED COURSES

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

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

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

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

624   DEVELOPMENTAL PSYCHOLOGY
An overview of the major issues of contemporary developmental psychology from a life-span perspective. Particular emphasis is placed on relevant historical antecedents, theory, core conceptual issues, emerging

methodology, major research projects, and selected research findings. Credit: 3 semester hours.

625 CROSS-CULTURAL PSYCHOLOGY

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

627 CULTURAL DIVERSITY IN PSYCHOLOGICAL SERVICES

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

648 PHYSIOLOGICAL PSYCHOLOGY

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

650 HISTORY AND SYSTEMS

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

661 PSYCHOEDUCATIONAL ASSESSMENT I

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

662 PSYCHOEDUCATIONAL ASSESSMENT II

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

662B PSYCHOEDUCATIONAL ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN

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

665 INTRODUCTION TO SCHOOL PSYCHOLOGY

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

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

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

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

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

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

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

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

729   PSYCHOLINGUISTICS AND THE PRACTICE OF SCHOOL PSYCHOLOGY WITH CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS
This course will provide the student with an understanding of normal language development, second

language acquisition, and the problems in delivering school psychological services to bilingual children. Students will be taught to differentiate between language difficulties encountered in acquiring a second language from language "deficits" or disorders. Credit: 3 semester hours.

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

752   SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR I: PROFESSIONAL ISSUES
Prerequisites: Completion of PSY 762 or 762B. Students with a failing grade (F) or a grade of IN (incomplete), will be dropped from the roster.
The ethical standards of the American Psychological Association, the National Association of School Psychologists, and legislative and case law effecting educationally handicapped children will be discussed in detail. Legal issues affecting and impacting the practice of psychology and standards of professional practice will also be presented. The New York State Child Abuse reporting laws and professionals' responsibility under this law will also be presented. Students are assigned to a public or private school providing services for regular education children for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities and discuss the ethical implications of their cases. Credit: 3 semester hours.

752B   BILINGUAL SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR I: PROFESSIONAL ISSUES BILINGUAL
Prerequisite: PSY 761B & 762B. Students with a failing grade (F) or a grade of INC (incomplete), will be dropped from the roster.
Classroom presentations will focus on recent advances in assessment and intervention strategies for working with linguistically diverse children. Topics to be discussed include, models of school psychology service delivery, interviewing, assessment, intervention, and consultation with culturally and linguistically diverse children. Other topics to be covered include, crisis intervention strategies for school psychologists and kindergarten screening programs. The New York State Department of Social Services curriculum on Child Abuse and additional information on the assessment and treatment of abused children will be presented. Students are assigned to a public or private school providing psychological services to regular education bilingual children and/or adolescents for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities, discuss the roles and functions of school psychologists, and discuss any ethical and legal issues that arise in each case. Credit: 3 semester hours.

753   SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR II: PSYCHOLOGICAL INTERVENTIONS
Prerequisite: PSY 752. Classroom presentations will focus on recent advances in assessment and intervention strategies for school psychologists such as, models of service delivery in school psychology, crisis intervention strategies for school psychologists, kindergarten screening programs, and parent, teacher, and organizational consultation. The New York State Department of Social Services' curriculum on Child Abuse and additional information on the assessment and treatment of abused children will be presented. Students are assigned to a public or private school providing psychological services to regular

education children and/or adolescents for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities, discuss the roles and functions of school psychologists, and discuss ethical and legal issues that arise in each case. Credit: 3 semester hours.

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

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

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

761   PSYCHOLOGICAL ASSESSMENT PRACTICUM I
Prerequisite: PSY 661 and PSY 662 with grade of "B" or higher. This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the

supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

761B   PSYCHOLOGICAL ASSESSMENT PRACTICUM I - BILINGUAL

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

762   PSYCHOLOGICAL ASSESSMENT PRACTICUM II

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

762B   PSYCHOLOGICAL ASSESSMENT PRACTICUM II - BILINGUAL

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

763   SCHOOL PSYCHOLOGY INTERVENTION PRACTICUM I

This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the

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

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

765   SCHOOL PSYCHOLOGY INTERVENTION PRACTICUM III
This course is a continuation of PSY 763 and PSY 764. Credit: 3 semester hours.

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

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

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

as follows: 75163 for three (3) credits and 75134 for one (1) credit.

F. ELECTIVES

Electives in the Psychology Department include the following:
PSY 606 Perception I
PSY 607 Perception II
PSY 619 Multivariate Statistics
PSY 626 Psychology of Women
PSY 631 Psychoanalytic Psychotherapy I
PSY 696 Independent Research
PSY 717 Instructional Assessment and Academic Interventions
PSY 744 Assessment Methods for Students with Autism Spectrum Disorders
PSY 745 Applied Behavior Analysis
PSY 746 Single Case Design in Autism Spectrum Disorder
PSY 751 Interventions with Developmental Disabilities
PSY 760 Marital and Family Therapy
PSY 835 Neuropsychological Assessment
PSY 838 Addictive Behavior
PSY 839 Forensic Psychology
PSY 845 Group Therapy
PSY 850 Cognitive Psychotherapies
PSY 861 Psychopharmacology
PSY 862 Independent Study (applicable only to concentration 6 - Psychological Research)
Students can take up to three (3) electives outside of the psychology department with the approval of the Program Director or their advisor. Any graduate course in the University can be an elective. The core School Psychology Faculty has reviewed the course offerings and recommends that electives outside the Psychology Department be chosen from the following list.

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

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

School of Education & Human Services Division of Administrative & Instructional Leadership
Courses in Educational Administration
EDU 5415 Introduction to Educational Administration
EDU 5418 Administrative Theory in Education

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

Department of Human Services & Counseling
Courses in Reading
EDU 3230 Diagnosis & Recommendations for Literacy Performance
EDU 3240 Literacy and Assessment Strategies for Diverse Learners
EDU 3264 Teaching Literacy through Literature (Birth through Grade 6) in General and Inclusive
Settings
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas
EDU 3274 Innovative Approaches to Thinking and Literacy Development for the Gifted Learner
EDU 3278 Curriculum and Instructional Design for Teaching Literacy to Individuals with
Exceptionalities B-12
EDU 5420 Politics of Education
EDU 5651 School-Community Relations in Education
EDU 5741 Finance of Education

G. ELECTIVE CONCENTRATIONS

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

(1) Psychological Interventions - Students who choose this concentration should select three
courses from the following:
PSY 631 Psychoanalytic Psychotherapy I
PSY 717 Instructional Assessment and Academic Interventions
PSY 745 Applied Behavior Analysis
PSY 760 Marital and Family Therapy
PSY 845 Group Therapy
PSY 850 Cognitive Psychotherapies
PSY 861 Psychopharmacology

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

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

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

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

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

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

If you have any questions regarding the VCS for Applied Behavior Analysis, contact Dr. Angela Mouzakitis at mouzakia@stjohns.edu.

(3) Child Language Disorders - Students who choose this concentration must take all of the following courses:
CSD 203 Models of Language and Behavior
CSD 318 Developmental Language Disorders
CSD 320 Language Based Learning Disabilities

(4) Educational Administration and Law - Students who choose this concentration should select three courses from the following:
EDU 5415 Introduction to Educational Administration
EDU 5418 Administrative Theory
EDU 5471 Leadership in Instructional Supervision
EDU 5571 Administrative Leadership in Schools
EDU 5651 School Community Relations in Education
EDU 5741 Economics and Financing of Education
EDU 5791 Legal Aspects in Management and Administration of Schools
EDU 5811 Administration and Supervision of Special Education Services

(5) Literacy - Students who choose this concentration should select three courses from the following:
EDU 3200 Language Acquisition and Literacy Development for General Education/English
    Language Learners (ELL)
EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development (K-12)
EDU 3230 Diagnosis and Case study Analysis for Literacy Performance
EDU 3264 Teaching Literacy through Literature (Birth through Grade 6) in General and
    Inclusive Settings
EDU 3270 Theories of and Strategies for Teaching Literacy Leadership

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

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

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

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

Students who are permitted to enroll in this concentration will be required to take the following courses:
PSY 772 School Neuropsychological Assessment I
PSY 773 Practicum in School Neuropsychological Assessment I
PSY 774 Practicum in School Neuropsychological Assessment II

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

PHS 239 Functional Neuroanatomy and Neuropathology (Department of Pharmaceutical
        Sciences; This course has prerequisites of undergraduate courses in anatomy and
        physiology.)
PSY 835 Neuropsychological Assessment
PSY 840 School/Child Neuropsychology: Principles and Assessment

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

H. FIRST YEAR RESEARCH AND COMMUNITY SERVICE COMMITMENTS

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

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

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

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

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

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

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

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

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

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

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

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

Prior to the start of the third-year field placement, students will undergo a clearance process to establish their eligibility to begin. This process, conducted by the Field Placement Coordinator, typically occurs in June of the 2nd year, once grades are submitted. Specific criteria include the completion of 54 course credits, a grade of B or better in all classes, evidence of satisfactory progress in second year practica courses (761/761B, 762/762B) and no INC grades. Students will not be permitted to begin the third-year field placement if they do not meet these criteria. Prior to submitting their *Third-Year*

Internship/Externship Site Preference Form (to be distributed by the Field Placement Coordinator), students will be spoken to and asked to sign a "soft clearance" indicating that they are aware of their program requirements and that they do not presently have and/or anticipate any outstanding program requirements.

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

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

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

Initiation or resignation of any internship/externship without the approval of the Field Placement Coordinator and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program.

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 register for and use Time2Track, a web-based activity tracking system. A registration code will be distributed to students by the Program Administrative assistant. On a monthly basis, students must generate and submit a Time2Track report to the Program Administrative assistant which shows the monthly summary for all activities along with signature from the both the supervisor and the student. This is necessary to ensure that the student receives full credit toward the 750 clock-hour requirement. It is the student's responsibility to keep this log and to have it signed by the supervisor. Failure to keep the log may result in the student not receiving credit for his or her time and an "incomplete" (IN) in the class. Failure to turn in

logs in a timely manner may also result in hours not counting toward the yearly requirement (this rule applies during fourth and fifth years as well). Submission deadlines are outlined in the *School Psychology Program: Important Due Dates* document published by the Program Director. When schools are closed for holidays or breaks, students may assign up to 7 hours for work completed on each of these days on their internship logs. Students must assign these hours to log categories that are not dependent upon school being open (i.e., administration, report writing).

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

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

No later than the beginning of the internship/externship year, the student will provide his or her primary field placement supervisor a contract and planning form (see Appendices C and F). On the planning form, the supervisor and the student meet to outline the tasks and experiences that the student will participate in during the year. The supervisor must indicate (on the planning form) that students (a) will participate in appropriate amounts of consultation, counseling, and assessment, along with other required activities (denoted by an * on the planning form) and (b) will receive a minimum of two hours of direct supervision per week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. Both the supervisor and student will also sign a contract outlining their responsibilities. The contract also outlines the supervisor's responsibilities to the student. The student must submit the contract and planning form to the Program Administrative assistant in accordance with the timelines outlined in the *School Psychology Program: Important Due Dates* document published by the Program Director. Please note that training hours cannot be formally accrued without these signed and submitted documents.

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

During the PSY 752/753 course sequence, students discuss legal and ethical issues as well as their

placement experiences, including ways in which their school districts deal with typical problems such as crisis intervention, suicidal emergencies, and parents who disagree with CSE recommendations.

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

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

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

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

3. Students will gain experience in the process of special education referral, evaluation, placement, and remediation (e.g., developing IEPs, presenting to the district's Committee on Special Education).

4. Students will become knowledgeable about the process of regular education.

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

6. Students will gain experience in various assessment techniques including: initial interviews with children and parents, interviewing parents and teachers to assess the nature of the referral, cognitive assessment, academic assessment, emotional and social assessment, behavioral observation and assessment, classroom observations, and curriculum-based assessment.

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

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

9. Students will gain experience and develop competence in both regular and crisis intervention skills and/or strategies (e.g., how policies are constructed, carried out, and evaluated).

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

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

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

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

14. Students will gain experience in counseling school-age children individually and in groups.

K. FOURTH YEAR EXTERNSHIP

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

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

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

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

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

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

following areas:

1) Students will become knowledgeable about the organization, administration, policies and politics of special facilities

2) Students will gain experience in all types of psychological assessment with varied populations.

3) Students will gain experience consulting with other professionals to provide effective intervention to facilitate behavioral and/or educational change.

4) Students will gain experience in evaluating the behavioral, emotional, and/or educational progress of clients and revising the treatment plan based on the data.
5) Students will gain experience communicating the client's treatment plan and progress with the appropriate organization (e.g., Committee on Special Education in the child's home district).

6) Students will gain experience in individual and group therapy with clients.

7) Students will gain experience consulting with parents of children or working with families or partners of clients.

8) Students will gain experience using Systemic and Family interventions to improve the ability to support the client's progress.

9) Students will gain experience evaluating the client's potential to return to the least restrictive environment where possible (e.g., home district).

10) Students will gain experience consulting with clients about vocational alternatives.

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

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

L. FIFTH-YEAR DOCTORAL INTERNSHIP FOR LICENSING

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

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

2. APA Approved Internships
Students may apply to an APA-approved (APPIC) internship, however, very few APPIC internships meet

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

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

APPIC Internships

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

Student responsibilities include:

> 1) Formally contacting the Field Placement Coordinator via email to express an interest in an APPIC internship on or before the specified date.
>
> 2) Documenting the total number of hours that will have been accrued in the 4th year. If the student wants to apply to clinical internship sites for the 5th year experience, the 4th year externship placement, must take place in a school setting (totaling at least 600 hours). If 600 hours are NOT accrued, the student is required to apply to school sites ONLY or sites that will provide the required 600 hours of school experience.
>
> 3) Identify potential APPIC sites of interest and independently verify that the sites are consistent with the requirements outlined in the program handbook under "Non-APA Approved Internships."
>
> 4) Contact the Field Placement Coordinator to submit a formal letter outlining the total number of school hours accrued/anticipated in the 4th year, as well as sites of interest, along with a statement of verification which indicates that the sites of interest comply with program guidelines. If there is a deviation from program guidelines, the deviation must be clearly noted.

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

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

updated procedures, deadline dates, site information, and so forth.

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

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

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

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

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

3. Non-APA Approved Internships

Students who do not chose to complete an APA approved internship must complete the application form in Appendix H and submit it to the Field Placement Coordinator for disposition. The internship application form must be typed and submitted by August 1st to begin internship during September of that same year. If students do not have an internship by this date, the Program Director will be informed, and the student will be assigned to a site with the assistance of the Field Placement Coordinator. The Field Placement Coordinator is available to advise and help students obtain internships at any point throughout the process. However, neither the faculty, Program Director, Department Chair, Dean, nor the university assumes the responsibility to obtain the internship for the student.

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

The internship must meet the standards set by the Council of Directors of School Psychology Programs, the National Association of School Psychologists, the National Register of Health Service Providers in Psychology, the American Psychological Association, and the New York State Psychology Licensing Board. To do so, the following internship standards are set using the strongest standard from the internship requirements of the above five groups. Internships must meet at the minimum the NASP requirement of a minimum 600 hours of supervised internship or equivalent experience in a school setting where they experienced the full range of school psychological services.

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

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

Length. The internship will consist of at least 1500 hours of a full-time experience for an academic or calendar year, or a half time experience for two years. Internship hours must be completed in no less than 9 months during which an intern cannot exceed 45 hours per week as part of the NYS licensure requirement (See Table 1) When schools are closed for holidays or breaks, students may assign up to 7 hours of work completed for each of these days on their internship logs. Students must assign these hours to log categories that are not dependent upon face-to-face contact with students, teachers, or parents. Report writing and other administrative work that is permitted and/or approved by the student's primary supervisor meet this requirement. 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 and have been in practice for at least 3 years. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting.

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

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

Scope of Activities. At least 450 hours or about 30% of the intern's time will be in direct service activities. These activities will include all aspects of psychological assessment, consultation, therapy, counseling, research, program development, and program evaluation. The intern will have the responsibility of carrying out professional activities under supervision.

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

Logs. Students must complete an internship activity log. This is necessary to ensure that the student receives full credit toward the 1500 clock hour requirement. Currently, students register for and use Time2Track, a web-based activity tracking system. A registration and/or renewal code will be distributed to students by the Program Administrative assistant. Signatures from both the supervisor and the student

must be obtained with each monthly record entry. It is the student's responsibility to keep this log and to have it signed by the supervisor for verification. Failure to keep the log may result in the student not receiving credit for his or her time. Additional time spent after school hours, including such activities as report writing, may also count toward the internship hours. The activity log (monthly and yearly summary) must be turned in to the Program Administrative assistant on a monthly basis and at the completion of the internship. The Field Placement Coordinator will review internship logs for accuracy. Students may not log more than 45 hours per week during weeks that the placement is in session for five days. Students may assign up to 7 hours for work completed on each day that a placement is closed due to a holiday or break. Completion of professional responsibilities while on placement and ratings by placement supervisor will be utilized in determination of course grade. At the conclusion of the year, students' complete evaluations of their internship sites and supervisors.

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

A decision to leave an internship placement is left to the Field Placement Coordinator in consultation with the Program Director and/or Department Chair. Such a decision can be made only if an alternate placement will educationally benefit the student.

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 Master's Degree leading to certification. Advanced Standing students are often employed as full-time School Psychologists in a local school district while completing the program. If this is the case, a student may use his or her job to fulfill the externship requirements if the supervision requirements can be met within the school or district and if the responsibilities of the student meet the goals and objectives for the externship experience (see below).

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

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

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

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

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

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

1) Students will become knowledgeable about the organization, administration, policies and politics of special facilities

2) Students will gain experience in all types of psychological assessment with varied populations.

3) Students will gain experience consulting with other professionals to provide effective intervention to facilitate behavioral and/or educational change.

4) Students will gain experience in evaluating the behavioral, emotional, and/or educational progress of clients and revising the treatment plan based on the data.

5) Students will gain experience communicating the client's treatment plan and progress with the appropriate organization (e.g., Committee on Special Education in the child's home district).

6) Students will gain experience in individual and group therapy with clients.

7) Students will gain experience consulting with parents of children or working with families or partners of clients.

8) Students will gain experience using Systemic and Family interventions to improve the ability to support the client's progress.

9) Students will gain experience evaluating the client's potential to return to the least restrictive environment where possible (e.g., home district).

10) Students will gain experience consulting with clients about vocational alternatives.

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

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

N. ADVANCED STANDING STUDENTS DOCTORAL INTERNSHIP FOR LICENSING

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

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

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

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

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

When completing the application form for the fifth-year internship, the student should indicate that the placement meets all the requirements listed below. In addition, the students should indicate how the

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

The internship must meet the standards set by the Council of Directors of School Psychology Programs, the National Association of School Psychologists, the National Register of Health Service Providers in Psychology, the American Psychological Association, and the New York State Psychology Licensing Board. To do so, the following internship standards are set using the strongest standard from the internship requirements of the above five groups. Internships must meet at the minimum the NASP requirement of a minimum 600 hours of supervised internship or equivalent experience in a school setting where they experienced the full range of school psychological services.

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

Length. The internship will consist of at least 1500 hours of a full-time experience for an academic or calendar year, or a half time experience for two years. Internship hours must be completed in no less than 9 months during which an intern cannot exceed 45 hours per week as part of the NYS licensure requirement. When schools are closed for holidays or breaks, students may assign up to 7 hours of work completed for each of these days on their internship logs. Students must assign these hours to log categories that are not dependent upon face-to-face contact with students, teachers, or parents. Report writing and prep work meet this requirement. Students wishing to graduate in May must have completed all 1500 hours by May 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 ensure that the student receives full credit toward the 1500 clock hour requirement. Students are to use Time2Track, a web-based tracking system. Signatures from both the supervisor and the student must be obtained with each monthly record entry. The monthly reports can be generated using Time2Track. It is the student's responsibility to keep this log and to have it signed by the supervisor for verification. Failure to keep the log may result in the student not receiving credit for his or her time. Additional time spent after school hours, including such activities as report writing, may also count toward the internship hours. The activity log (monthly and yearly summary) must be turned in to the Program Administrative assistant on a monthly basis and at the completion of the internship. The Field Placement Coordinator will review internship logs for accuracy. Students may not log more than 45 hours per week during weeks that the placement is in session for five days. Students may count 7 hours for each day that a placement is closed due to a holiday or break. Completion of professional responsibilities while on placement and ratings by placement supervisor will be utilized in determination of course grade. At the conclusion of the year, the student completes evaluations of their internship sites and supervisors.

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

A decision to leave an internship placement is left to the Field Placement Coordinator in consultation with the Program Director and/or Department Chair. Such a decision can be made only if an alternate placement will educationally benefit the student.

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

O. ANNUAL FEEDBACK

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

P. PRAXIS: SCHOOL PSYCHOLOGIST EXAMINATION

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

The Praxis is a 2-hour-and-20-minute test that contains 140 selected-response items covering four main content areas of the NASP Practice Model:
•Professional Practices, Practices that Permeate All Aspects of Service and Delivery (approximately 42 items)
•Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) (approximately 32 items)
•System-Level Services (approximately 22 items)
•Foundations of School Psychological Service Delivery (approximately 44 items)

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

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

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

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

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

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

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

Q. 3RD YEAR COMPREHENSIVE EXAMINATION

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

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

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

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

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

3. Completing the Examination
   I.   **Praxis.** Students will register for the Praxis School Psychologist (5402) Examination and have the results sent to the Program to complete the first part of the examination. Students should go to the Website for the examination and study all the details concerning its administration at: http://www.ets.org.
   II.   **Case-Study Comprehensive Examination.** Students will independently complete the case study portion of the examination. Each student will complete a competency report in each of the following areas:
      1.   Assessment

2. Intervention
3. Consultation

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

o ***Students will e-mail the three completed case study reports along with a signed Masters Comprehensive Examination Attestation Letter to the Program Administrative Assistant (on the date indicated each year).***

o 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.

o 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.

o The cover page, references, and appendices do not count towards the total 10 pages.

o 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.

o The Assessment case study requires an appendix of the actual report on which the case was based. Charts and graphs are the only material that will be accepted as appendices for all three sections, and appendices do not count towards the final page count. Please make sure that all identifying information, including district information is removed from appendixes.

4. Grading the Comprehensive Examination

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

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

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

5. Instructions for the Comprehensive Examination

Assessment Section
Please see Appendixes Q and R.

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

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

13. What did you learn from this experience? How can you modify what was done do that consultation can be more effective in the future?

Psychological Intervention Section

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

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

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

6. Failure of the Comprehensive Exam

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

a. Contact program administrative assistant and request the faculty members' evaluations of the case study portion(s) of the exam that you failed.

b. Contact the faculty members who failed you and obtain specific and targeted feedback regarding why your case study received a failing grade. Usually the rubric and notes on the Comprehensive Examination reflect this sufficiently.

c. Consider strategies to remediate your skill weaknesses and meet with the faculty evaluative team to discuss your plan. The plan may include, for example, a list of specific readings, auditing a course that was already taken, receiving supervision on a similar type of case at our Center for Psychological Services, and the like.

d. Communicate with the program director as to the date on which you plan to submit your second case study and submit your remediation plan to the Program Director.

e. Communicate with the program director whether you will be able to get a case from your current field placement or whether you need assistance in getting a case.

f. When you submit your second case study in the area(s) in which you received a failing grade, your case study will be reviewed by members of the faculty who were not involved in the scoring of your first exam.

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

R. PROFESSIONAL PRACTICE COMPETENCY EXAMINATION

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

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

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

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

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

3. Failing the Professional Practice Competency Examination
Students who fail the exam will be given one opportunity to retake and pass the exam. Students who fail

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

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

Three types of case studies include:

A. Those that deal primarily with assessment of individuals, such as early identification of learning and/ or behavior problems; assessment of social, cognitive, or emotional development; evaluation of cognitive strategies for learning school subjects; and development and implementation of proposals for assessing learning outcomes.

B. Those that focus on direct intervention with individuals or groups, (e.g., developmental, psychodynamic, cognitive-behavioral, or other intervention used to facilitate social, cognitive, or emotional development); group process activities for promoting peer interactions; teacher collaboration to design applications for psychological assessment information in teaching basic school subjects; consultation with teachers to enhance their understanding of the needs of particular students; and parent consultation to support learning and positive behavior patterns.

C. Those that involve activities such as school-based applied research, supervision, in-service training, administration and forensic work. Some examples include: recommending, planning, and implementing a special educational services program for teachers and other school personnel; supervision of school psychology practicum students or interns; coordination, administration and planning of a school psychological services delivery system; designing, implementing, and reporting a school-based applied research project; development of a new professional course in an education and training program; and providing psychological evaluations or expert testimony in administrative or judicial hearings involving school psychology practice issues.

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

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

Oral presentation. The oral case presentation should include (but is not limited to) the following: a) identifying information and description of student, client or group population, or situation; b) dates and nature of contacts, etc. in carrying out the work; c) significant prior events which need to be known to understand the significance of the assessment, intervention, or other activity presented; d) goal(s) of the

assessment, intervention, or other activity presented; e) description of and rationale for assessment, intervention, or other procedure(s) used, and for the evaluation of the effectiveness of the assessment, intervention or other activity; f) status of the situation at the time practice sample was prepared; g) assessment materials, profiles, etc., if used; h) the manner in which confidentiality was protected, and consent forms (if any) were used.

S. DOCTORAL DISSERTATION

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

Please refer to the Graduate Division of Sr. John's College of Liberal Arts and Sciences' "School Forms" webpage for detailed information regarding timelines, formatting information and forms related to the dissertation:
https://www.stjohns.edu/academics/schools/st-johns-college-liberal-arts-and-sciences/about/school-forms

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

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

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

> i. Title - The recommended length for the title of your dissertation is 10-12 words.

> ii. Abstract - The abstract provides a brief description of the study and results. It should be no longer than 350 words or 2450 characters, including the name of the dissertation and the candidate's name.

> iii. Literature Review. This chapter should focus on the major research findings in the literature. The research review should include: a clear statement of the area to be discussed and its relevance to school psychology; a review of the major theories in the topic area; a review of the basic and applied empirical research in the topic area; a summary of the substantive conclusions; a statement about the quality of the research in the topic area; suggestions for further research.

> iv. Practice and Professional Implications. Practical implications and applications to professional practice that follow from the literature review should be discussed in this chapter. Students must demonstrate that they can use the latest developments in theory and research to inform practice.

v. Research Questions and Hypotheses. This chapter should include the research questions and hypotheses. Students should include a rationale for their questions and hypotheses.

vi. Method. This chapter should include a description of research, participants, measures, procedures, research design, and data analyses.

vii. Results. This chapter should provide a complete description of the results of the study.

viii. Discussion. The chapter should discuss the significance of the research findings within the context of current research.

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

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

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

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

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

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

e. Test Review: By following the joint standards for test development as well as other existing and widely accepted criteria for evaluating tests, in this type of dissertation, one would critically review a new

or recently revised instrument. Joint standards focus on forms of validity evidence that are expected to be provided in all test manuals. Quality of the evidence provided in the manual must be discussed.

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

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

1. Deadlines

1) By December 15th of the third year, students must submit a signed Dissertation Contract to the Program Director* with the topic of his or her dissertation and the name of his or her mentor. The mentor must be a full-time faculty member. Students are not restricted to members of the school psychology faculty.

2) By December 15th of their third year, students must submit a signed Dissertation Planning Form to the Program Director* with a timeline indicating the expected dates of completion of each aspect of their dissertation. Students will not be allowed to register for spring semester courses of their fourth full year of studies until the timeline is signed.

3) Prior to submitting a Dissertation Proposal, students must have completed the IRB Certification Exam, which can be found at the following link: https://www.stjohns.edu/academics/research/grants-and-sponsored-research/human-participants-irb-animal-use-research

4) Students must obtain a signed/approved Dissertation Proposal from their committee, Department Chair, and Dean, before they can begin the fifth-year internship. In order to begin their internship in July or September the Proposal must be completed by December 1st of their fourth full year of study. No work will be counted towards the internship requirement until the form is signed. The form is available in the Dean's office and on the department/program website.

5) Students must notify the Dean's office immediately upon approval of their proposal. Students must also submit a copy of their proposal approval to the Program Administrative assistant.

6) To be eligible to apply for an APPIC internship, students must have successfully proposed their doctoral dissertation by Oct 1st of the year *prior* to their APPIC internship application process.

7) A manuscript based upon the dissertation and properly prepared for submission to a refereed journal must be submitted to the mentor prior to the scheduling of the oral defense

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

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

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

<u>dissertation defense date</u>.

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

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

2. Internal Review Board (IRB)

All research projects involving the use of humans or animals as participants require special institutional review and approval. All of the necessary documents are available on the St. John's website: https://www.stjohns.edu/academics/research/grants-and-sponsored-research/human-participants-irb-animal-use-research

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

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

T. GRADUATION

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

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

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

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

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

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

U. CERTIFICATION AND LICENSING

1. School Psychology Certification
The New York State Education Department's Office of Teacher Certification has registered and approved

our School Psychology programs. Students who successfully complete the program are entitled to apply for certification in School Psychology.

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

PROVISIONAL CERTIFICATION:

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

PERMANENT CERTIFICATION:

This step is done independently and does not require the Program or University's assistance.
1. Apply via TEACH website:
    a. Approved Training Program Pathway
    b. Code for our Programs: 80299

2. Psychology License

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

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

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

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

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

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

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

3. Foreign Students
Foreign students cannot apply for certification as a school psychologist in New York State (and many other states) underline 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
The School Psychology Programs at St. John's University are aligned with credentialing requirements set by New York State for the certification of School Psychologists and licensure of Psychologists, and the National Association of School Psychologists' Nationally Certified School Psychologist (NCSP) credential. Students are solely responsible to be aware of any other requirements that are necessary to be credentialled elsewhere.

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

NASP accomplishes these objectives through education, service, research, and policy development.

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

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

2. American Psychological Association (APA)

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

3. Student Affiliates of School Psychology (SASP)

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

4. New York Associations of School Psychologists (NYASP)

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

NYASP has four main objectives:

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

5. New York State Psychological Association (NYSPA)

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

NYSPA has three main objectives:

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

W. STUDENT REQUIREMENTS FOR THE APA ANNUAL REPORT

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

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.

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. Miguel Roig

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

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

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

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

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

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

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

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

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

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

ACCEPTABLE FORMS OF HELP WHEN WRITING PAPERS

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

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

LEARNING EXERCISES

Avoiding plagiarism by correctly paraphrasing test

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

SCHOOL PSYCHOLOGY PROGRAM

RESEARCH CONTRACT

Student Name:
Mentor Name:

The mentor agrees to:

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

Student agrees to:

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

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

Student Signature and Date:

Mentor Signature and Date:

SCHOOL PSYCHOLOGY PROGRAM

COMMUNITY SERVICE PROGRAM CONTRACT

Student's Name:

The purpose of the community service program is to provide St. John's University Graduate Students in School Psychology an opportunity to connect with the local community and provide needed volunteer service to disadvantaged communities that uses the students' strengths, academic knowledge and skills.

Students enrolled in one of the graduate programs in School Psychology will complete 30 community service hours in their first year of attendance.

Community service activities may be, but are not required to be, related to the field of school psychology. Students may not use a current position through which they are employed for community service hours. The student must submit a completed copy of this form to the Program's Administrative Assistant by the specified date. Please save a completed copy of these forms for your records.

****

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

Student's Signature and Date:

SCHOOL PSYCHOLOGY PROGRAM

RESEARCH LOG

Student Name:

Research Mentor Name:

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

<u>Student Objectives:</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. The student must submit a completed copy of this form to the Program's Administrative Assistant by the specified date.

Mentor signature and date:

Student signature and date:

SCHOOL PSYCHOLOGY PROGRAM

COMMUNITY SERVICE PROGRAM LOG

Student Name:

Dear Supervisor,

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

Supervisor's Signature and date:

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

COMMUNITY SERVICE AGENCY/ORGANIZATION:

Agency/Organization:

Purpose of Organization (Activities Conducted/Services Provided):

Supervisor Name:

Title:

Phone Number: E-mail:

Community Service Start Date: Completion Date:

Days and Hours the Student has worked:

Dr. Marlene Sotelo-Dynega
Director, Graduate Programs in School Psychology
St. John's University
Ph: (718) 990-1545
e-mail: sotelodm@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 appraised 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   Student's Signature

_____   _____
Date   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 site)_____.

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 appraised 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   Student's Signature

_____   _____
Date   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) _____ 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 appraised 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:

_____

_____

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_____

_____

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

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

Signed: _____   _____
      Field Supervisor   Date   University Supervisor   Date

      _____
      Student   Date

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

Appendix G

Fourth Year Externship Planning Form

GRADUATE SCHOOL OF ARTS AND SCIENCES

School Psychology
Externship Objectives
Planning Form

Student: _____Beginning Date: _____
Placement: _____Ending Date: _____
Field Supervisor: _____Supervision Hours: _____
University Supervisor: _____ Date of Planning Session: _____
_____
Listed below are 15 Objectives for students to reach during their School Psychology Externship.
Below each objective is a list of activities which could fulfill the objective.
The objectives and activities for reaching the objectives will serve as a basis for planning a
unique internship experience for each student. Obviously, the experience provided at sites will
differ and field supervisors will have different suggestions for reaching some of these objectives.
We do not expect each site to provide every activity. Decisions concerning the plan should be
made at the beginning of the externship experience. The plan may also be modified as the year
progresses, however, all parties involved must discuss and approve these modifications.

1. The student will become familiar with the varied roles of practicing psychologists.
____Allow student to accompany the psychologist during a typical day.
____Allow student to become familiar with other psychologists and their duties in the setting.
____Ask student to discuss issues of professional ethics and standards that relate to his or her or
the   supervisor's contacts with clients.

2. The student will be introduced to the organizational functioning, administration,
implementation of policies, and politics of the externship placement.
____Introduce student to various members of the staff and professional community.
____Allow student to attend building staff meetings.
____Ask student to inspect and report on relevant client records and record keeping systems.
____Ask student to read and report on policies including policies for providing psychological
services.
____Allow student to interview various professionals.
____Allow student to attend a board meeting.
____Allow student to attend an organization meeting.
____Allow student to attend a faculty meeting.

3. The student will gain experience in the process of referral, evaluation, remediation and the
development treatment plans.
____Allow student to attend and observe staff/committee meetings.
____Allow student to present the results of a case evaluation to a staff/planning committee.
____Allow student to evaluate a treatment and/or education plan for remediation clients with
different handicapping conditions. *
____Allow student to present their assessments and recommendations to staff/planning
committee. *

4. The student will become acquainted with community resources that support psychological services.
____Allow student to observe liaison meetings between supervisor and other agencies.
____Allow student to consult with personnel from the community (e.g., medical, mental health, child welfare).
____Allow student to coordinate case services with another community agency.
____Allow student to visit community agencies (e.g., child welfare agency, family service agency, residential treatment center, juvenile court).

5. The student will gain experience and develop competence in clinical diagnostic interviewing.
____Allow student to observe the supervisor interviewing students, parent and/or other relevant professional staff.
____Allow student to conduct diagnostic clinical interviews with students, parents, and other relevant professional staff.

6. The student will gain experience and develop competence in providing consultation services.
____Allow the student to engage in a consultation case with a parent, and/or other relevant professional staff.
____Allow the student to work with the consultee in collecting data through a variety of means (e.g., interviews, observations, and informal assessment)
____Ask the student to present the goals, intervention strategies, and rationale for at least one consultation case.
 ____Allow the student to use the data collected to consult with parents or staff for the purpose of planning and implementing an intervention program.
____Allow the student to systematically evaluate the consultation process by collecting process and outcome data.
____Allow student to gain experience developing recommendations for pre-referral interventions.

7. The student will gain experience and develop competence in behavioral observation and assessment.
____Allow student to collect behavioral data by interviewing a student, parent and/or other relevant professional staff.
____Allow student to ignore client's behavior, identify, and systematically record data on target behaviors.
____Allow student to conduct an environmental assessment and report on data.

8. The student will gain experience and develop competence in assessment of emotional and social adjustment.
____Allow student to conduct and report results from comprehensive assessment of emotional and social adjustment of clients at varied age levels.

 9. The student will gain experience and develop competence in intellectual assessment.
____Allow student to observe supervisor conducting an intellectual assessment.
____Observe student giving various intelligence tests.

____Allow student to conduct and report results of comprehensive intellectual evaluation at the:
____preschool or kindergarten level
____elementary level
____junior high level
____high school level
____adult
____Allow student to observe various professionals (e.g., supervisor, education evaluator, teacher) conducting an assessment.
____Observe student giving various academic tests.

10. The student will gain experience and develop competence in both regular and crisis intervention strategies.
____Allow student to accompany the field supervisor during intervention activities.
____Allow student to address referral issues raised during assessment or consultation activities with a planned program for intervention.
____Allow student to implement a remediation plan.
____Ask student to provide goals, interventions, and rationale for a counseling case.
____Allow student to observe/participate in providing crisis intervention. *
____Allow student to observe/participate in the development of a crisis intervention plan.

11. The student will gain experience and become proficient in writing comprehensive psychoeducational reports.
____Ask student to write and submit case reports for assessment cases.
____Ask student to write and submit case reports for consultation and intervention cases.

12. The student will demonstrate accountability for activities as a practicing psychologist.
____Ask student to keep a daily log of activities. **
____Allow student to collect and share effectiveness data from intervention activities.
____Allow student to collect and share effectiveness data from consultation activities.
____Assist student in systematically evaluating his or her effectiveness through providing fairly frequent feedback sessions.
____Allow student to participate in original research or evaluation studies in the school.

13. The student will evaluate his or her personal skills and abilities to assume a role as an effective psychologist.
____Ask student to review and analyze his or her impact on clients and various professionals in the setting.

14. Students will gain experience providing feedback on their assessment and recommendations to clients and staff.
____Allow student to be present when supervisor gives feedback to clients, parents and/or other staff.
____Allow student to give feedback, under supervision, to clients, parents and other staff.

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

____Allow student to counsel clients individually.
____Allow student to counsel clients in groups.
____Ask student to participate in providing group counseling or group discussion services for clients and parents.

Other activities or objectives:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

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

Signed: _____
        Field Supervisor   Date

        _____
        University Supervisor   Date

        _____
        Student   Date

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

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:_____   Dates of Internship: From _____To _____
Date Submitted: _____

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 you third and fourth year field placements.

Goals of the Proposed Internship:

How Will The Goals Be Assessed:

Submitted by:_____

Approved by: _____

Appendix I

Sample Assessment Practicum Evaluation Form

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

Trainee: _____   Site: _____

Supervisor: _____   From: _____   To: _____

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

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

Behavioral assessment skills	1	2	3	4	5	N/A
Report writing skills	1	2	3	4	5	N/A
Overall conceptualization of a case based on data	1	2	3	4	5	N/A
Gathers data from alternative sources (e.g., families and educators)	1	2	3	4	5	N/A
Adequacy of recommendations	1	2	3	4	5	N/A
Overall rating of diagnostic/assessment skills	1	2	3	4	5	N/A

Psychological tests used by the trainee under your supervision: _____
_____
_____

Additional Comments: _____
_____
_____
_____

Interpersonal Relationships						
Develops good working alliance with client	1	2	3	4	5	N/A
Develops good working relationships with professional staff	1	2	3	4	5	N/A
Develops good working relationships with paraprofessional and support staff	1	2	3	4	5	N/A
Shows sensitivity to issues of diverse characteristics	1	2	3	4	5	N/A
Demonstrates leadership ability	1	2	3	4	5	N/A
Responsiveness to supervision	1	2	3	4	5	N/A
Willingness to learn	1	2	3	4	5	N/A
Utilizes resources within and outside the organization	1	2	3	4	5	N/A

Additional Comments: _____
_____
_____
_____

Professional Conduct

Utilizes relevant technology when delivering services (e.g., Titanium)	1	2	3	4	5	N/A
Consults with other professionals	1	2	3	4	5	N/A
Responsible work habits (e.g., punctuality, personal appearance)	1	2	3	4	5	N/A
Meets responsibilities on time	1	2	3	4	5	N/A
Protects and maintains confidentiality of case materials	1	2	3	4	5	N/A
Conducts self in a manner consistent with professional and ethical standards	1	2	3	4	5	N/A
Has knowledge of general education and special education services to assist when making recommendations	1	2	3	4	5	N/A

Additional Comments: _____
_____
_____
_____

Summary Evaluation

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

If NO, please explain why: _____

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

___ Superior ___ Above Average ___ Average ___ Below Average ___Very Below Average

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

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

Supervisor's Signature: _____ Date: _____

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

Student's Signature: _____ Date: _____

Thank you for your cooperation in completing the evaluation form.

Appendix J

Sample Third Year Externship Evaluation Form

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

Trainee: _____   Site: _____

Supervisor: _____   From: _____   To: _____

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

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 K

Sample Fourth Year Externship Evaluation Form

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

Trainee: _____   Site: _____

Supervisor: _____   From: _____   To: _____

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

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

Diagnostic/Assessment Skills

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

Overall conceptualization of a case based on data	1	2	3	4	5	N/A
Gathers data from alternative sources when necessary (e.g., families, educators, and other in the community)	1	2	3	4	5	N/A
Adequacy of recommendations	1	2	3	4	5	N/A
Quality of feedback conferences with parents and/or staff	1	2	3	4	5	N/A
Overall rating of diagnostic/assessment skills	1	2	3	4	5	N/A

Psychological tests used by the trainee under your supervision: _____
_____
_____

Additional Comments: _____
_____
_____
_____

Psychotherapy, Counseling, Consultation and Behavior Change Skills

Demonstrates knowledge of psychotherapeutic and consultation techniques and theory	1	2	3	4	5	N/A
Demonstrates knowledge of human development and learning processes as it applies to interventions	1	2	3	4	5	N/A
Demonstrates knowledge of the influence of social, cultural, ethnic and linguistic factors on development, learning, and behavior	1	2	3	4	5	N/A
Develops initial intervention/treatment plan	1	2	3	4	5	N/A
Develops good working alliance with change agent	1	2	3	4	5	N/A
Collaborates with other professionals in planning and decision making for individuals, groups and the facility	1	2	3	4	5	N/A
Counseling skills	1	2	3	4	5	N/A
Consultation skills	1	2	3	4	5	N/A

Behavior therapy	1	2	3	4	5	N/A
Develops appropriate behavioral, affective, adaptive and social goals for clients with different abilities and needs	1	2	3	4	5	N/A
Develops appropriate interventions for clients with different abilities and needs	1	2	3	4	5	N/A
Demonstrates ability to re-assess progress and develop new intervention plans	1	2	3	4	5	N/A
Provides prevention and intervention programming to promote mental health	1	2	3	4	5	N/A
Evaluates service outcomes and measurement of client progress	1	2	3	4	5	N/A
Uses empirical research to determine appropriate interventions, programs and services	1	2	3	4	5	N/A
Ability to collaborate with parents and staff	1	2	3	4	5	N/A
Overall rating of intervention skills	1	2	3	4	5	N/A

Additional Comments: _____
_____
_____
_____

Professional Conduct

Develops good working relationships with professional staff	1	2	3	4	5	N/A
Develops good working relationships with paraprofessional and support staff	1	2	3	4	5	N/A
Shows sensitivity to issues of diverse characteristics	1	2	3	4	5	N/A
Demonstrates leadership ability	1	2	3	4	5	N/A
Responsiveness to supervision	1	2	3	4	5	N/A
Willingness to learn	1	2	3	4	5	N/A

Utilizes resources within and outside the organization	1	2	3	4	5	N/A
Utilizes relevant technology when delivering services	1	2	3	4	5	N/A
Consults with other professionals	1	2	3	4	5	N/A
Responsible work habits (e.g., punctuality, personal appearance)	1	2	3	4	5	N/A
Meets responsibilities on time	1	2	3	4	5	N/A
Protects and maintains confidentiality of case materials	1	2	3	4	5	N/A
Conducts self in a manner consistent with professional and ethical standards	1	2	3	4	5	N/A
Has knowledge of the law as it may pertain to service provision (general education and special education law)	1	2	3	4	5	N/A
Shows a desire to be a life-long learner (e.g., stays current with the literature, expresses a desire to continue to learn)	1	2	3	4	5	N/A

Additional Comments: _____
_____
_____
_____

Summary Evaluation

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

_____ Very Likely _____ Likely _____Unsure _____Unlikely _____Very Unlikely

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

___ Superior ___ Above Average ___ Average ___ Below Average ___Very Below Average

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

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

Supervisor's Signature: _____ Date: _____

Position or Title: _____

Certified School Psychologist: _____ Yes   _____No

Licensed School Psychologist: _____ Yes   _____No

Student's Signature: _____   Date: _____

Thank you for your cooperation in completing the evaluation form.

Please mail to: Director, Graduate Program in School Psychology

St. John's University

8000 Utopia Parkway

Jamaica, NY 11439

Appendix L

Sample Intervention Practicum Evaluation Form

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

Trainee: _____   Site: _____

Supervisor: _____   From: _____   To: _____

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

Intake/Monitoring Progress and Record Keeping Skills						
Knowledge about diagnostic categories and criteria	1	2	3	4	5	N/A
Knowledge of varied models and methods of assessment	1	2	3	4	5	N/A
Selection of appropriate assessment tools	1	2	3	4	5	N/A
Interviewing skills	1	2	3	4	5	N/A
Administration and scoring of psychological tests	1	2	3	4	5	N/A
Assessment of developmental and learning processes	1	2	3	4	5	N/A
Interpretation of psychological tests and assessment data	1	2	3	4	5	N/A
Behavioral assessment skills	1	2	3	4	5	N/A
Quality of session notes	1	2	3	4	5	N/A
Overall record keeping	1	2	3	4	5	N/A
Report writing skills	1	2	3	4	5	N/A

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

Additional Comments: _____
_____
_____
_____

Interpersonal Relationships

Develops good working alliance with client	1	2	3	4	5	N/A
Develops good working relationships with professional staff	1	2	3	4	5	N/A
Develops good working relationships with paraprofessional and support staff	1	2	3	4	5	N/A
Shows sensitivity to issues of diverse characteristics	1	2	3	4	5	N/A
Demonstrates leadership ability	1	2	3	4	5	N/A
Responsiveness to supervision	1	2	3	4	5	N/A
Willingness to learn	1	2	3	4	5	N/A
Utilizes resources within and outside the Center	1	2	3	4	5	N/A

Additional Comments: _____
_____
_____
_____

Treatment Planning and Case Conceptualization

Development of case conceptualization based on all available data	1	2	3	4	5	N/A
Development of case conceptualization based on empirical knowledge of the presenting problem	1	2	3	4	5	N/A
Development of an empirically supported treatment plan	1	2	3	4	5	N/A

Interventions logically follow from a theory and case conceptualization	1	2	3	4	5	N/A
Demonstrates knowledge of human development and learning processes as they relate to a case	1	2	3	4	5	N/A
Demonstrates knowledge of the influence of social, cultural, ethnic, and linguistic factors on development and behavior	1	2	3	4	5	N/A
Collaborates with other professionals in planning and decision making	1	2	3	4	5	N/A

Additional Comments: _____
_____
_____
_____

Quality of Intervention

Development of a therapeutic alliance with the identified client and/or family	1	2	3	4	5	N/A
Development of an agenda for each session and sought agreement of the client for the agenda	1	2	3	4	5	N/A
Use of homework where appropriate	1	2	3	4	5	N/A
Uses empirical research to determine appropriate interventions	1	2	3	4	5	N/A
Develops appropriate interventions for clients with different abilities and needs	1	2	3	4	5	N/A
Ability to re-assess progress and develop new intervention plans	1	2	3	4	5	N/A
Evaluates service outcomes and measurement of client progress	1	2	3	4	5	N/A
Overall rating of intervention skills	1	2	3	4	5	N/A

Additional Comments: _____
_____
_____
_____

Professional Conduct

Utilizes relevant technology when delivering services (e.g., Titanium)	1	2	3	4	5	N/A
Consults with other professionals/provides feedback to colleagues	1	2	3	4	5	N/A
Responsible work habits (e.g., punctuality, personal appearance)	1	2	3	4	5	N/A
Meets responsibilities on time	1	2	3	4	5	N/A
Protects and maintains confidentiality of case materials	1	2	3	4	5	N/A
Conducts self in a manner consistent with professional and ethical standards	1	2	3	4	5	N/A
Has knowledge of general education and special education services to assist when making recommendations	1	2	3	4	5	N/A

Additional Comments: _____
_____
_____
_____

Summary Evaluation

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

If NO, please explain why: _____

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

___ Superior ___ Above Average ___ Average ___ Below Average ___Very Below Average

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

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

Supervisor's Signature: _____ Date: _____

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

Student's Signature: _____ Date: _____

Thank you for your cooperation in completing the evaluation form.

Appendix M

Sample Fifth Year Internship Evaluation Form

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 if 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

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. |

Student 1

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

GPA:
Advisor:
Mentor:

Student 2

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

GPA:
Advisor:
Mentor:

Student 3

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

GPA:
Advisor:
Mentor:

Student 4

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

GPA:
Advisor:
Mentor:

INSTRUCTIONS | 2010 | 2009 | 2008 | 2007 | 2006 | 2005 | 2004 | 2003 | 2002 | 2001 | 2000 | 1999

Ready   100%

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 Scoring Rubric

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

Reset All Ratings

Section 1: Reason and Purpose of Evaluation	4 = Good	3 = Fair	2 = Poor	1 = Fail
1	The reason and purpose of the evaluation are clearly defined.	●	○	○	○
2	The evaluation is operationalized via collaborative efforts comprising pre-referral data, current information, or existing records (e.g., reading referral is based on teacher interview as a reading decoding issue; team review of current IEP goals and objectives).	●	○	○	○
3	Existing data and information are examined with respect to a wide range of possible considerations relevant to social, emotional, environmental, familial, cultural, linguistic, and school factors.	●	○	○	○
4	Examination and review of pre-referral data, current information, or existing records is used to assess the need and extent of the evaluation and to guide further efforts in assessment.	●	○	○	○

Section 1 total score = **16/16**

Section 2: Assessment Planning	4 = Good	3 = Fair	2 = Poor	1 = Fail
5	Hypotheses regarding the direction of the evaluation were generated through collaboration with teachers and parents and the extant literature.	●	○	○	○
6	Multiple sources of data collection methods were considered (e.g., standardized measures, interviews, work samples, progress monitoring data, behavioral observations, etc.) that would allow the evaluator to examine each proposed hypothesis.	●	○	○	○
7	Hypotheses reflect an awareness of the complexity of learning and behavioral, and emotional issues (e.g., physical, social, emotional, environmental, cultural, linguistic, and cognitive factors).	●	○	○	○

Section 2 total score = **12/12**

Section 3: Evaluation/Interpretation	4 = Good	3 = Fair	2 = Poor	1 = Fail
8	Instruments and procedures appropriate to the reason and purpose of the evaluation as well as examinee needs and characteristics (e.g., age, cultural/linguistic differences, rapport development, length of testing considerations, specific needs of examinee).	●	○	○	○
9	Evaluation was based on a systematic approach (e.g., cross-battery assessment, nondiscriminatory assessment; curriculum-based assessment procedures; multi-method assessment, or integrates rating scales/measures of pathology, behavioral observations, and clinical interviews).	●	○	○	○
10	Follow-up measures are administered where needed and/or additional data collection methods were utilized when necessary and appropriate.	●	○	○	○
11	Interpretation of data moves from global to specific performance, evaluates stated hypotheses, and integrates possible non-cognitive factors on test performance.	●	○	○	○
12	Evaluator identified conditions, situations or stimuli under which examinee's performance varies (e.g., task stimuli, behavioral differences across classes, teachers, home versus school differences).	●	○	○	○
13	Areas assessed within the evaluation addressed the main elements regarding the reason and purpose of the evaluation and were guided by current theory and research.	●	○	○	○

		Section 3 total score =	**24/24**

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

Section 4 total score = **12/12**

	Section 5: Intervention/Recommendations	4 = Good	3 = Fair	2 = Poor	1 = Fail
17	Intervention/recommendation selections are the result of systematic data-based decision making.	●	○	○	○
18	Interventions/recommendations are empirically supported.	●	○	○	○
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).	●	○	○	○

Section 5 total score = **12/12**

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

Section 6 total score = **12/12**

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

Section 7 total score = **12/12**

EXAM TOTAL SCORE = 100/100   **PASS** ● **FAIL** ○

Evaluator's Signature: _____   Date: _____

Comments:

Consultation Comprehensive Examination Scoring Rubric   *Student ID #:* _____

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

Reset All Ratings

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

Section 1 total score =   **15/15**

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

Section 2 total score =   **18/18**

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

#		3 = Good	2 = Fair	1 = Poor	0 = Fail
22	Treatment integrity checklist is used by the consultee for self-monitoring, and by the consultant during direct observation of plan implementation (e.g. observation occurs a minimum of 2 times).	●	○	○	○
23	Following treatment integrity observations, consultant provides feedback to the consultee regarding implementation and recommendations for improvement.	●	○	○	○

Section 3 total score = **36/36**

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

Section 4 total score = **21/21**

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

Section 5 total score = **3/3**

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

Section 6 total score = **3/3**

Section 7: Evaluation of Support Materials		4 = Good	3 = Fair	2 = Poor	1 = Fail
31	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines. Communication as to which guidelines were complied with and how so should be indicated.	●	○	○	○

Section 5 total score = **4/4**

EXAM TOTAL SCORE = 100/100	**PASS** ● **FAIL** ○

Evaluator's Signature: _____   Date: _____

Comments:

Intervention Comprehensive Examination Scoring Rubric

Student ID #: _____

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

Reset All Ratings

Section 1: Problem Identification	4 = Good	3 = Fair	2 = Poor	1 = Fail
1. The presenting problems were collaboratively identified using teacher(s), parent(s), and child reports. Explanation was provided if this criterion was not met.	●	○	○	○
2. The problem was assessed using multiple methods of data collection (e.g., paper and pencil questionnaires, observation, interviews with multiple informants a functional behavior analysis, exploration of intervening cognitions. An explanation was provided if this criterion was not met).	●	○	○	○
3. The target behaviors were operationally defined.	●	○	○	○
4. The target behaviors were discussed in the context of appropriate developmental expectations (ex. norms, grade level expectations, age expectations).	●	○	○	○
5. Baseline measures of the target problem behaviors were obtained (measures should reflect current evidence-based methodology).	●	○	○	○

Section 1 total score = **20/20**

Section 2: Case Conceptulatization	4 = Good	3 = Fair	2 = Poor	1 = Fail
6. A case conceptualization was generated that integrated information collected from multiple informants and measures. Explanation was provided if this criterion was not met.	●	○	○	○
7. The case conceptualization reflected an awareness of issues of diversity (e.g., physical, social, class, linguistic, religious, cultural).	●	○	○	○
8. The case conceptualization was based on an evidence-based theory or empirical findings and logically followed form these positions.	●	○	○	○
9. The case conceptualization included hypothetical mediating variables proposed by theories that were clearly separated from the outcome measures.	●	○	○	○
10. The case conceptualization was re-formulated if the interventions failed to result obtain positive results.	●	○	○	○

Section 2 total score = **20/20**

Section 3: Intervention	4 = Good	3 = Fair	2 = Poor	1 = Fail
11. The intervention was clearly defined and followed from the case conceptualization and FBA.	●	○	○	○
12. An agreement on the goals of therapy was accomplished to form a good therapeutic alliance.	●	○	○	○
13. An explanation of the intervention was provided to the client and the client understood and consented to the intervention.	●	○	○	○
14. Interventions reflected the best evidence-based practice. Explanation was provided for why the intervention was used if this criterion was not met.	●	○	○	○
15. If multiple problems exist that required intervention, a rationale was provided concerning which order that the problems were treated.	●	○	○	○
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).	●	○	○	○
17. Plan for the continued course of therapy, termination, or follow-up is presented. Explanation was provided if this criterion was not met.	●	○	○	○

		4 = Good	3 = Fair	2 = Poor	1 = Fail
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).	●	○	○	○

Section 3 total score = **32/32**

Section 4: Evaluation		4 = Good	3 = Fair	2 = Poor	1 = Fail
19	Progress monitoring data were present and included measures of the target outcome behavior(s).	●	○	○	○
20	Outcomes were charted included trend lines, and/or goal lines of the client's performance.	●	○	○	○
21	Effect size(s) (R, R2 or d) were calculated demonstrating the impact of intervention on client.	●	○	○	○
22	The progress monitoring and outcome data presented in effect sizes and graphic displays were discussed in text with respect to their meaning for the treatment outcome.	●	○	○	○
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).	●	○	○	○

Section 4 total score = **20/20**

Section 5: Legal/Ethical Considerations		4 = Good	3 = Fair	2 = Poor	1 = Fail
24	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines.	●	○	○	○

Section 5 total score = **4/4**

Section 6: Writing and Organization		4 = Good	3 = Fair	2 = Poor	1 = Fail
25	The paper was logically organized. The writing was grammatically correct and contained no typographical or spelling errors. Citations and references were correctly formatted in APA style.	●	○	○	○

Section 6 total score = **4/4**

EXAM TOTAL SCORE = 100/100   **PASS** ● **FAIL** ○

Evaluator's Signature: _____   Date: _____

Comments:

Appendix Q

Questions for the Assessment Comps Level III – Initial Evaluation

Questions for the Assessment Comps Level III – Initial Evaluation

An effective initial psychoeducational evaluation accomplishes four things: 1) it identifies and describes the significant elements in the student's learning environment that relate to the observed learning difficulties; 2) it assesses and describes the present status of the student's functioning in those areas suspected to be problematic; 3) it offers an opinion regarding the possible reasons for the student's observed learning difficulties (if any); and 4) it links assessment results with specific instructional strategies and appropriate educational interventions that guide, assist, and improve the educational decision making process and program development for the student. To accomplish these goals requires both technical and conceptual knowledge and skill. Technical competence is primarily evident in the report of evaluation that is part of the examination. Conceptual competence is primarily evident in the narrative portion of the examination. Ultimately, your responses to the questions below should demonstrate evidence of competency in these objective by describing the conceptualization that both guided as well as served as the framework for the completion of the technical aspects of the evaluation. This conceptual competency should be evident in your responses particularly when it is not discernable in your accompanying report.

The following questions should be answered in a manner that highlights the rationale and reasoning that resulted in the decisions that were made in the course of your evaluation. This includes satisfactory explanations for things that were conducted and those that were not. Any aspect of your evaluation, irrespective of whether it was or wa not included or permitted in your final report (e.g., approach to evaluation, instrument selection, areas of suspected disability, diagnostic impressions, professional opinions, and intervention recommendations). Whether or not something was or was not included, allowed or not allowed, or permitted or not permitted in the course of your evaluation or preparation of your final report, if a question below asks about it, you must be prepared to answer. Responses to the effect, "my supervisor didn't allow me to…" or "I was not permitted to give…" or "I would have done XBA if…" will not be sufficient to earn a passing score. Whereas you were only partly responsible for the manner in which the evaluation might have been conducted, you are completely responsible for being able to demonstrate that you have the requisite knowledge to have conducted it on your own and in a manner consistent with your training in our program.

Rationale for the Assessment

1. What was the reason and purpose of this assessment?
(Explain why this particular assessment is being conducted as well as its intended purpose regarding the use of the collected information and the opinions you intend to offer. Note that reason and purpose are not the same thing and that each may be driven by different considerations related to practical, social, ethical, educational, theoretical, empirical, policy, and legal issues.)

2. Describe your conceptualization of and the plan for conducting this assessment so that it

effectively addressed the specific issues presented in the referral concerns?
(Explain your conceptualization of this case and how it guided the decisions made in response to considerations regarding the relevant practical, social, ethical, educational, theoretical, empirical, policy, and legal issues.

3. Does this assessment provide a fair and valid picture of the student's situation and abilities? (Answer yes or no and then explain the reasons why you believe that the data and information you generated in the course of this assessment are valid and what, if anything, was necessary to make it so.

Evaluation of Influences on Learning and Development

4. Were any experiential factors discovered that could account for the student's learning difficulties?
(Answer yes or no. If no, describe all relevant cultural, linguistic, economic, ecological, or systems factors that were considered but found not to be related to the student's learning difficulties. If yes, describe any relevant factors that you believe could in fact account for the pattern of the student's learning difficulties. Discuss any factors that are either contributing to or are the primary cause of the child's learning difficulties. This includes such things as environmental or economic disadvantage, cultural or linguistic difference, lack of school experience, poor attendance, inappropriate or ineffective curriculum, lack of primary language instruction, dysfunctional family relationships, etc.)

5. Were any health or developmental factors found to be related to the student's learning difficulties?
(Answer yes or no. If no, describe any relevant findings from health, medical, or developmental history, which were considered but found not to be related to the student's learning difficulties. If yes, describe any relevant findings from health, medical, or developmental history that were missed or incompletely considered by the previous assessment that might in fact be related to or can fully account for the pattern of the student's learning difficulties. Describe only those factors that have some relevancy to and basis for the suspected disability you are evaluating or another disability that may have been missed previously. Do not list information just for background purposes. Results from the school nurse's vision and hearing screening may also be included if relevant.)

6. Were any learning difficulties evident through observation of the student's academic and social functioning?
(Answer yes or no and then describe any relevant findings from observations in different settings and during testing that support your position. The issue here is whether you can see the disability in action with your own eyes, either in the classroom, on the playground, in a variety of activities, during testing, or in relationships with peers, adults, etc. Write about the difficulties you see in academic work, play, relationships, etc. and whether the child seems capable of managing the assignments and expectations of school without any special help. You

might include comments on frustration level, attitude, and self-esteem if you think these might be related to not meeting classroom expectations in any way.)

Evaluation of Abilities and Learning

7. If academic achievement was evaluated, did assessment of the student's performance in this area suggest any learning difficulties and what is the basis and rationale for your determination?
(Answer yes or no. If no, briefly explain why no such evaluation was necessary. Otherwise, if yes, describe the relevant pattern of results obtained in the assessment of academic skills including any data which reflect the current status of the student's functioning in this area and provide a professional opinion about whether the data suggest that the child is performing academically at a level that suggests learning difficulties and whether these difficulties are consistent with or might be related to a particular type of disorder within the areas of suspected disability that were evaluated. You may rely upon any relevant information from any sources at your disposal, such as testing you or someone else may have conducted, as well as data from records review, interviews, observations, work samples portfolios, progress monitoring/CBM data, State achievement testing, etc.)

8. If cognitive ability and processing were evaluated, did assessment of the student's performance in these areas suggest any learning difficulties and what is the basis and rationale for your determination?
(Answer yes or no. If no, briefly explain why no such evaluation was necessary. Otherwise, describe the relevant pattern of results obtained in the assessment of cognitive functioning including test results which reflect the current status of the student's functioning in this area and provide a professional opinion about whether the data suggest the presence of some type of cognitively-based deficit that is consistent with or might be related to a particular type of disorder within the areas of suspected disability that were evaluated. You may rely upon any relevant information from any sources at your disposal, such as testing you or someone else may have conducted, as well as data from records review, interviews, observations, work samples portfolios, independent evaluations, etc.)

9. If social-emotional/behavioral/personality functioning was evaluated, did assessment of the student's performance suggest any learning difficulties and what is the basis and rationale for your determination?
(Answer yes or no. If no, briefly explain why no such evaluation was necessary. Otherwise, describe the relevant pattern of results obtained in the assessment of social-emotional/behavioral/personality functioning including test results which reflect the current status of the student's functioning in this area and provide a professional opinion about whether the data suggest the presence of some type of cognitively-based deficit that is consistent with or might be related to a particular type of disorder within the areas of suspected disability that were evaluated. You may rely upon any relevant information from any

sources at your disposal, such as testing you or someone else may have conducted, as well as data from records review, interviews, observations, work samples portfolios, independent evaluations, etc.)

Opinions and Impressions

10. Given your findings, do you believe that the student has a disability as suspected and if so, what is the nature and extent of the disability?
(Answer yes or no. If no, describe the relevant scientific rationale and logical summary regarding the evidence available that supports your conclusion and overall diagnostic impression. You must be able to explain and defend why the student's observed learning problems, if any, are not related to some type of dysfunction. If yes, describe the relevant scientific rationale and logical summary regarding the evidence available that supports your conclusion and overall diagnostic impression. You must be able to explain and defend why the student's observed learning problems are related to some type of dysfunction.)

Recommendations and Interventions

11. Given the data generated by this evaluation, how do the assessment results inform the development of goals, learning objectives, program modifications, and educational test accommodations appropriate for the student?
 (Explain and describe any changes you would recommend in this student's instructional program including any issue related to disability classification, eligibility for special education services, eligibility for other services outside of special education, specific recommendations for evidence-based intervention, or any other type of curricular or systemic modification. Remember that while there may be direct instructional implications for an identified disability, students referred for evaluation who are not so identified or found to be eligible for special instruction and services are still in need of appropriate educational interventions.)

Appendix R

Questions for the Assessment Comps Level III – Re-Evaluation

An effective triennial psychoeducational evaluation accomplishes four things: 1) it centers on evaluation of the effectiveness and success of the individualized education program; 2) it assesses the past and present status of the student's handicapping condition and instructional needs; 3) it considers what changes are necessary, if any, in the current instructional program or placement; and 4) it links existing information and any new data (gathered when necessary) with specific instructional strategies and appropriate educational interventions that guide, assist, and improve the educational decision making process and program development for the student. To accomplish these goals requires both technical and conceptual knowledge and skill. Technical competence is primarily evident in the report of evaluation that is part of the examination. Conceptual competence is primarily evident in the narrative portion of the examination. Ultimately, your responses to the questions below should demonstrate evidence of competency in these objective by describing the conceptualization that both guided as well as served as the framework for the completion of the technical aspects of the evaluation. This conceptual competency should be evident in your responses particularly when it is not discernable in your accompanying report.

The following questions should be answered in a manner that highlights the rationale and reasoning that resulted in the decisions that were made in the course of your evaluation. This includes satisfactory explanations for things that were conducted and those that were not. Any aspect of your evaluation, irrespective of whether it was or was not included or permitted in your final report (e.g., approach to evaluation, instrument selection, areas of suspected disability, diagnostic impressions, professional opinions, and intervention recommendations). Whether or not something was or was not included, allowed or not allowed, or permitted or not permitted in the course of your evaluation or preparation of your final report, if a question below asks about it, you must be prepared to answer. Responses to the effect, "my supervisor didn't allow me to…" or "I was not permitted to give…" or "I would have done XBA if…" will not be sufficient to earn a passing score. Whereas you were only partly responsible for the manner in which the evaluation might have been conducted, you are completely responsible for being able to demonstrate that you have the requisite knowledge to have conducted it on your own and in a manner consistent with your training in our program.

Rationale for the Assessment

1. What was the reason and purpose of this assessment?
(Explain why this particular assessment is being conducted as well as its intended purpose regarding the use of the collected information and the opinions you intend to offer. Note that reason and purpose are not the same thing and that each may be driven by different considerations related to practical, social, ethical, educational, theoretical, empirical, policy, and legal issues.)

2. Describe your conceptualization of and the plan for conducting this assessment so that it

effectively addressed the specific issues presented in the referral concerns?
(Explain your conceptualization of this case and how it guided the decisions made in response to considerations regarding the relevant practical, social, ethical, educational, theoretical, empirical, policy, and legal issues.

3. Does this assessment provide a fair and valid picture of the student's situation and abilities?
(Answer yes or no and then explain the reasons why you believe that the data and information you generated in the course of this assessment are valid and what, if anything, was necessary to make it so.

Evaluation of Prior Assessment and Current Placement

4. Does the student's current disability classification appear to have been appropriately identified and documented in the previous assessment?
(Answer yes or not then describe the degree of confidence you place in the reliability and validity of the previous assessment as well as the methods with which the disability was identified. Discuss whether you believe the prior evaluation provided a convincing argument regarding the student's disability classification or you believe the previous assessment was inaccurate or problematic in some way.)

5. Have there been any significant changes in the student's functioning since the last assessment?
(Answer yes or no then describe any changes in the nature or severity of the student's functioning and its relationship, or lack thereof, to the current disability classification since the last assessment.)

6. Have special education services been beneficial and appropriate for the student's learning needs?
(Answer yes or no then describe any relevant information or data that indicate that the student has not been benefitting from the special education services that have been provided. Include a discussion of any possible reasons for the lack of progress.)

7. Do the student's current IEP goals and objectives appear to be appropriate to their level of functioning and learning needs and are they making satisfactory progress?
(Answer yes or no then describe whether the current special education placement and services that the student is receiving are or are not appropriate to their level of functioning as evaluated previously or currently. For example, you may include discussion of the nature of the IEP goals and objectives that were developed, issues concerning appropriateness of the placement with respect to least restrictive environment, lack of primary language support in special education, or services that may have been needed but for whatever reason weren't included in the current IEP. In addition, if you believe that the student was inappropriately identified as being disabled

when in fact they were not, you may discuss that in this section as well. If the goals and objectives are appropriate, provide additional discussion regarding whether or not the student is making satisfactory progress toward meeting them and the reasons why or why not.)

Evaluation of Abilities and Learning

8. For the purposes of this assessment, was it necessary to re-evaluate any areas of the student's functioning and what is the basis and rational for having done so?
(Answer yes or no. If yes, discuss any areas of the student's functioning that were deemed to need re-evaluation and explain in detail the reasons why. Defend the decision to re-evaluate and explain what the new data provided that the existing data did not. If no, explain in sufficient detail why no such re-evaluation was necessary.

9. What is the significance of the findings from the specific areas of the student's functioning that were re-evaluated with respect to the reason and purpose of the current assessment?
(If there were no areas of functioning that required re-evaluation, you may skip this question. Otherwise, if there were areas of functioning that required re-evaluation, list them and describe the relevant pattern of results obtained as well as what these new results mean with respect to the student's functioning. You may rely upon any relevant information or data from any sources at your disposal, including testing you or someone else may have conducted, as well as data from records review, interviews, observations, work samples portfolios, independent evaluations, etc.)

Opinions and Impressions

10. Taken together, do the available information and data from current and prior sources suggest that the student still needs and requires special education services and what is the basis and rationale for your determination?
(Answer yes or no. If no, describe the relevant scientific rationale and logical summary regarding the evidence available that supports your conclusion and overall impression that the student no longer needs or requires special education and related services. You must be able to demonstrate why you believe that the previously identified disability was not valid, why it was not the primary cause of the observed educational difficulties, and why you are of the opinion that the student can succeed in the regular education environment without special education support. If yes, describe the relevant scientific rationale and logical summary regarding the evidence available that supports your conclusion and overall impression that the student does continue to need and require special education and related services. You must be able to demonstrate why you believe that the previously identified disability is valid, why it is the primary cause of the observed educational difficulties, and why you are of the opinion that the student cannot succeed in the regular education environment without special education support.

<u>*Recommendations and Interventions*</u>

11. Given the data generated by this evaluation, how do the assessment results inform the development of academic goals, learning objectives, program/curricular modifications, and educational test accommodations appropriate for the student?
(Explain and describe any additions, deletions, and changes you would recommend in this student's Individualized Education Program including any issues related to disability classification, eligibility for special education services, eligibility for other services outside of special education, placement, specific recommendations for evidence-based intervention, and any other specific type of curricular or programmatic modification or instructional/educational modification that may assist the student in performing better in school.

Appendix S

Professional Practice Competency Exam Evaluation Form

Assessment PP Competency Exam Scoring Rubric   **Student:** _____

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.

`Zoom` `Normal`   `Reset All Ratings`

Section 1: Reason and Purpose of Evaluation	4 = Good	3 = Fair	2 = Poor	1 = Fail
1 The reason and purpose of the evaluation are clearly defined.	●	○	○	○
2 The evaluation is operationalized via collaborative efforts comprising pre-referral data, current information, or existing records (e.g., reading referral is based on teacher interview as a reading decoding issue; team review of current IEP goals and objectives).	●	○	○	○
3 Existing data and information are examined with respect to a wide range of possible considerations relevant to social, emotional, environmental, familial, cultural, linguistic, and school factors.	●	○	○	○
4 Examination and review of pre-referral data, current information, or existing records is used to assess the need and extent of the evaluation and to guide further efforts in assessment.	●	○	○	○

Section 1 total score = **16/16**

Section 2: Assessment Planning	4 = Good	3 = Fair	2 = Poor	1 = Fail
5 Hypotheses regarding the direction of the evaluation were generated through collaboration with teachers and parents and the extant literature.	●	○	○	○
6 Multiple sources of data collection methods were considered (e.g., standardized measures, interviews, work samples, progress monitoring data, behavioral observations, etc.) that would allow the evaluator to examine each proposed hypothesis.	●	○	○	○
7 Hypotheses reflect an awareness of the complexity of learning and behavioral, and emotional issues (e.g., physical, social, emotional, environmental, cultural, linguistic, and cognitive factors).	●	○	○	○

Section 2 total score = **12/12**

Section 3: Evaluation/Interpretation	4 = Good	3 = Fair	2 = Poor	1 = Fail
8 Instruments and procedures appropriate to the reason and purpose of the evaluation as well as examinee needs and characteristics (e.g., age, cultural/linguistic differences, rapport development, length of testing considerations, specific needs of examinee).	●	○	○	○
9 Evaluation was based on a systematic approach (e.g., cross-battery assessment, nondiscriminatory assessment; curriculum-based assessment procedures; multi-method assessment, or integrates rating scales/measures of pathology, behavioral observations, and clinical interviews).	●	○	○	○
10 Follow-up measures are administered where needed and/or additional data collection methods were utilized when necessary and appropriate.	●	○	○	○
11 Interpretation of data moves from global to specific performance, evaluates stated hypotheses, and integrates possible non-cognitive factors on test performance.	●	○	○	○
12 Evaluator identified conditions, situations or stimuli under which examinee's performance varies (e.g., task stimuli, behavioral differences across classes, teachers, home versus school differences).	●	○	○	○
13 Areas assessed within the evaluation addressed the main elements regarding the reason and purpose of the evaluation and were guided by current theory and research.	●	○	○	○

Section 3 total score = **24/24**

Section 4: Diagnostic Impressions/Conclusions	4 = Good	3 = Fair	2 = Poor	1 = Fail
14 An appropriate and defensible conceptual framework was applied in addressing the reason and purpose of the evaluation to generate the necessary and relevant data.	●	○	○	○

15	The assessment data and information were integrated across domains in an appropriate and defensible manner to arrive at conclusions and inferences which correctly explain the available data including contradictory or anomalous findings.	●	○	○	○
16	The diagnostic impression is consistent with a sound theoretical, legal, or other evidence-based framework and fully supported by the available data.	●	○	○	○

Section 4 total score = **12/12**

Section 5: Intervention/Recommendations		4 = Good	3 = Fair	2 = Poor	1 = Fail
17	Intervention/recommendation selections are the result of systematic data-based decision making.	●	○	○	○
18	Interventions/recommendations are empirically supported.	●	○	○	○
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).	●	○	○	○

Section 5 total score = **12/12**

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

Section 6 total score = **12/12**

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

Section 6 total score = **4/8**

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

Section 7 total score = **4/4**

EXAM TOTAL SCORE = 100/100   PASS ● FAIL ○

Evaluator's Signature: _____   Date: _____

Comments:

Consultation PP Competency Exam Scoring Rubric   **Student:** _____

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

Zoom   Normal   Reset All Ratings

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

Section 1 total score =   **15/15**

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

Section 2 total score =   **18/18**

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

#	Item	3 = Good	2 = Fair	1 = Poor	0 = Fail
21	Intervention selection considers unintended outcomes or limitations	●	○	○	○
22	Treatment integrity checklist is used by the consultee for self-monitoring, and by the consultant during direct observation of plan implementation (e.g. observation occurs a minimum of 2 times).	●	○	○	○
23	Following treatment integrity observations, consultant provides feedback to the consultee regarding implementation and recommendations for improvement.	●	○	○	○

Section 3 total score = 36/36

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

Section 4 total score = 21/21

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

Section 5 total score = 3/3

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

Section 6 total score = 3/3

Section 7: Evaluation of Oral Component		4 = Good	3 = Fair	2 = Poor	1 = Fail
31	The candidate's responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.	●	○	○	○

Section 5 total score = 4/4

EXAM TOTAL SCORE = 100/100   PASS ●   FAIL ○

Evaluator's Signature: _____   Date: _____

Comments:

Intervention PP Competency Exam Scoring Rubric

Student: _____

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

`Zoom` `Normal`　　　　　　　　　　　　　　　　　　　　　　　`Reset All Ratings`

Section 1: Problem Identification	4 = Good	3 = Fair	2 = Poor	1 = Fail
1 — The presenting problems were collaboratively identified using teacher(s), parent(s), and child reports. Explanation was provided if this criterion was not met.	●	○	○	○
2 — The problem was assessed using multiple methods of data collection (e.g., paper and pencil questionnaires, observation, interviews with multiple informants a functional behavior analysis, exploration of intervening cognitions. An explanation was provided if this criterion was not met).	●	○	○	○
3 — The target behaviors were operationally defined.	●	○	○	○
4 — The target behaviors were discussed in the context of appropriate developmental expectations (ex. norms, grade level expectations, age expectations).	●	○	○	○
5 — Baseline measures of the target problem behaviors were obtained (measures should reflect current evidence-based methodology).	●	○	○	○

Section 1 total score = **20/20**

Section 2: Case Conceptulatization	4 = Good	3 = Fair	2 = Poor	1 = Fail
6 — A case conceptualization was generated that integrated information collected from multiple informants and measures. Explanation was provided if this criterion was not met.	●	○	○	○
7 — The case conceptualization reflected an awareness of issues of diversity (e.g., physical, social, class, linguistic, religious, cultural).	●	○	○	○
8 — The case conceptualization was based on an evidence-based theory or empirical findings and logically followed form these positions.	●	○	○	○
9 — The case conceptualization included hypothetical mediating variables proposed by theories that were clearly separated from the outcome measures.	●	○	○	○
10 — The case conceptualization was re-formulated if the interventions failed to result obtain positive results.	●	○	○	○

Section 2 total score = **20/20**

Section 3: Intervention	4 = Good	3 = Fair	2 = Poor	1 = Fail
11 — The intervention was clearly defined and followed from the case conceptualization and FBA.	●	○	○	○
12 — An agreement on the goals of therapy was accomplished to form a good therapeutic alliance.	●	○	○	○
13 — An explanation of the intervention was provided to the client and the client understood and consented to the intervention.	●	○	○	○
14 — Interventions reflected the best evidence-based practice. Explanation was provided for why the intervention was used if this criterion was not met.	●	○	○	○
15 — If multiple problems exist that required intervention, a rationale was provided concerning which order that the problems were treated.	●	○	○	○
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).	●	○	○	○
17 — Plan for the continued course of therapy, termination, or follow-up is presented. Explanation was provided if this criterion was not met.	●	○	○	○

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).	●	○	○	○
				Section 3 total score =	**32/32**

Section 4: Evaluation		4 = Good	3 = Fair	2 = Poor	1 = Fail
19	Progress monitoring data were present and included measures of the target outcome behavior(s).	●	○	○	○
20	Outcomes were charted included trend lines, and/or goal lines of the client's performance.	●	○	○	○
21	Effect size(s) (R, R2 or d) were calculated demonstrating the impact of intervention on client.	●	○	○	○
22	The progress monitoring and outcome data presented in effect sizes and graphic displays were discussed in text with respect to their meaning for the treatment outcome.	●	○	○	○
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).	●	○	○	○
				Section 4 total score =	**20/20**

Section 5: Legal/Ethical Considerations		4 = Good	3 = Fair	2 = Poor	1 = Fail
24	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines.	●	○	○	○
				Section 5 total score =	**4/4**

Section 6: Writing and Organization		2 = Good	1 = Fair	0 = Fail
25	The paper was logically organized. The writing was grammatically correct and contained no typographical or spelling errors. Citations and references were correctly formatted in APA style.	●	○	○
			Section 6 total score =	**2/2**

Section 7: Evaluation of Oral Component		2 = Good	1 = Fair	0 = Fail
26	The candidate's responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.	●	○	○
			Section 7 total score =	**2/2**

EXAM TOTAL SCORE = 100/100	PASS ●	FAIL ○

Evaluator's Signature: _____   Date: _____

Comments:

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Appendix T

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-scientist
model of the program and the research skills mentioned in the State Education Doctoral Project preamble.

Section 1

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

Section 2

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

Professional Practice Competency Examination

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

Written Work Sample and Presentation Format
The School Psychology program has not officially adopted any specific format for the written work sample and presentation format. I have outlined a suggested model below, but students are not required to follow it. In the past students have varied in their presentation style (i.e., some used PowerPoint) and content. Simply, it should include: The presenting problem, the theoretical or clinical rationale for the professional activities performed, relevant case history, a brief review/understanding of the research supporting the professional activities undertaken, the assessment and intervention procedures used, and the ethical, legal and professional issues involved in the professional activity. You do not need to do a literature review, however any good practice should be supported by science and references may be applicable/necessary at some points.

Suggested Practice Samples
The practice sample should relate directly to the academic, social, and emotional development of school-aged individuals or the promotion of learning in preschool, post-secondary and/or educational and training settings. These samples should reflect 1) a depth and breadth of knowledge from the full range of disciplines relevant to school psychology; 2) strategies for effectively diagnosing learning and emotional needs and facilitating growth and 3) the ability to engage in practical problem solving, applied research and expert consultation in a variety of settings.

There are three main categories of practice samples:

A.   Those that deal primarily with assessment of individuals, such as early identification of learning and/ or behavior problems; assessment of social, cognitive, or emotional development; evaluation of cognitive strategies for learning school subjects; and development and implementation of proposals for assessing learning outcomes.

B.   Those that focus on direct intervention with individuals or groups, e.g., developmental, psychodynamic, cognitive-behavioral, or other intervention used to facilitate social, cognitive, or emotional development; group process activities for promoting peer interactions; teacher collaboration to design applications for psychological assessment information in teaching basic school subjects; consultation with teachers to enhance their understanding of the needs of particular students; and parent consultation to support learning and positive behavior patterns.

C.   Those that involve activities such as school-based applied research, supervision, in-service

training, administration and forensic work. Some examples include: recommending, planning, and implementing a special educational services program for teachers and other school personnel; supervision of school psychology practicum students or interns; coordination, administration and planning of a school psychological services delivery system; designing, implementing, and reporting a school-based applied research project; development of a new professional course in an education and training program; and providing psychological evaluations or expert testimony in administrative or judicial hearings involving school psychology practice issues like placement or consultation to a court in relation to a school psychology matter.

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

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

Dissertation Research

This section will meet the following criteria:

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

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

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

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

There will be an oral defense of the dissertation that will include consideration of all components of the project. The oral defense will be conducted according to procedures defined by the Graduate Council at this University for the Ph.D. and the D.A. (Doctor of Arts).

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

Components of the Dissertation

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

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

Methods
Procedures, participants, materials, etc.

Statistical Analyses
How will you analyze the data?

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

The dissertation proposal must be approved by the Committee and then forwarded to the departmental chair for his or her recommendations and then to the appropriate dean for his or her approval.
Dissertation proposal page length: it is suggested to limit the proposal to 25 pages inclusive of references

Dissertation Contract

Student's Name: _____   Mentor's Name: _____

PROPOSED TITLE OF DISSERTATION:

_____

_____

_____

Mentor agrees to:
Meet with the student to discuss the feasibility of the proposed research, appropriateness of the literature review, and progress of data collection, data analysis, and interpretation of results.
Read each draft of the dissertation or any chapters therein in a timely fashion (within 3 weeks).

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

Note: This contract must be submitted to the Program Administrative Assistant by December 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
Dissertation Proposal			
Literature Review			
Proposed Methods			
Proposed Statistical Analyses			
Proposal Meeting*			
Data Collection			
Start Collecting Data			
Finish Collecting Data			
Dissertation			
Statistical Analyses			
Method			
Results			
Discussion			
Scheduling of Orals			

Mentor Name: _____   Student Name: _____

Date: _____   Date: _____

Students must submit this form to the Program Administrative Assistant by December 15th of the 3rd full year.

Appendix U

Testing Kit Policy

<div align="center">

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

</div>

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

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

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

Appendix V

NASP Standards for Training and Practice

NASP Standards

STANDARD I: SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE

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

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

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

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

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

STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD IX: PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY

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