

Psychology Department
Plattsburgh State University
MA/CAS in School Psychology

Handbook: Policies and Procedures

Fall, 2003

1 Mission Statement

The mission of the School Psychology Graduate Program at SUNY Plattsburgh is to prepare scientist practitioners who are competent to provide a full range of school psychological services. Students are prepared to work with diverse clients in the provision of these services to schools, communities, families, and individual children. It is the Program's objective to provide a rigorous academic preparation that includes a wide range of experiences, both scholarly and practical. These activities are designed to foster a strong background in theoretical and applied psychological practice, professionalism, and to enhance opportunities for future employment and/or further graduate education.

2 Program Overview

The three year, full time program leading to both the Master of Arts (M.A.) and Certificate of Advanced Study (C.A.S.) in School Psychology utilizes a structured, applied, competency-based approach to training emphasizing the scientist practitioner model of psychological practice. The curriculum is linked to the objectives that outline knowledge, skills, and dispositions that have been designed to meet National Association of School Psychologists *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2000), which are approved by the National Council for Accreditation of Teacher Education (NCATE).

The Plattsburgh State School Psychology Program progresses sequentially through a carefully designed mix of theoretical and applied courses and practica to a 1,200 hour full time internship. The training philosophy of the program emphasizes the importance of utilizing knowledge and skills in applied settings under conditions of close supervision, support, and collaboration. Practicum experiences in each semester of the program encourages closer integration of educational and experiential components of the curriculum, the application and integration of skills, and strong involvement of faculty. Collaboration and cooperation among students and local school psychologists is encouraged as a means of acquiring an appreciation for and benefiting from other professional's diverse characteristics, experiences, and strengths.

3 Program Goals

The following articulates the areas of knowledge and professional practice that meet National Association of School Psychologists (NASP) *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2000). It is the goal of the Graduate Program in School Psychology that our students master these domains of knowledge and use them to guide their professional practice. Students will be required to demonstrate competency in these domains through a variety of qualitative and quantitative assessments throughout residency in the program. These assessments will take place in the areas of individual student performance and program evaluations.

3.1 Data-Based Decision-Making and Accountability:

- a. Our students will have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.

- b. They will use such models and methods as part of a systematic process to collect data and other information.
- c. They will translate assessment results into empirically-based decisions about service delivery.
- d. They will evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

3.2 Consultation and Collaboration:

- a. Our students will have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.
- b. They will collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

3.3 Effective Instruction and Development of Cognitive/Academic Skills:

- a. Our students will have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
- b. They will, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.
- c. They will implement interventions to achieve those goals.
- d. They will evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

3.4 Socialization and Development of Life Skills:

- a. Our students will have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
- b. They will, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs.
- c. They will implement interventions to achieve those goals.
- d. They will evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

3.5 Student Diversity in Development and Learning:

- a. Our students will have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
- b. Our students will demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

3.6 School and Systems Organization, Policy Development, and Climate:

- a. Our students will have knowledge of general education, special education, and other educational and related services.
- b. They will understand schools and other settings as systems.
- c. They will work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

3.7 Prevention, Crisis Intervention, and Mental Health:

- a. Our students will have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
- b. They will provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

3.8 Home/School/Community Collaboration:

- a. Our students will have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.
- b. They will work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

3.9 Research and Program Evaluation:

- a. Our students will have knowledge of research, statistics, and evaluation methods.
- b. They will evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

3.10 School Psychology Practice and Development:

- a. Our students will have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.
- b. They will practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

3.11 Information Technology:

- a. Our students will have knowledge of information sources and technology relevant to their work.
- b. They will access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

The training required for a professional career in psychology is different from that experienced as an undergraduate. Students are expected to perform competently in academic courses, school and clinic-based work, and internship activities. Throughout the program, it is important that students demonstrate initiative in approaching faculty concerning course issues, and planning activities of special student interest. Motivation and hard work are essential for the professional development of a school psychologist, as obtaining an advanced degree is not only a matter of accumulating semester hours.

The 3-year MA/CAS program in School psychology requires a minimum of 69 credit hours. Courses provide a careful balance between academic content and application of skills. Beginning in the first semester and continuing throughout the first two years of the program, students are placed in a supervised practicum to use the skills learned in core courses. Graduate hours include courses in psychological foundations, educational foundations, intervention/problem-solving, professional school psychology, professional practice, and research, measurement, and statistics. Students who complete the program are eligible for certification as a school psychologist in New York State. Eligibility for certification in other states may vary.

This preparation is accomplished through extensive one to one contact among students and faculty members. Although competency in the primary roles of the school psychologist (i.e., consultation, assessment, direct intervention, system-level programming) is established in all students, each student is encouraged to individualize the program in order to develop his/her strengths and interests.

4 Program Requirements

The graduate program requirements are composed of four primary areas: academic coursework, the thesis, and the internship. Academic coursework combines a careful balance of content knowledge and application of knowledge in the field. Students take core courses in psychology and education that cover content in areas relevant to school psychology. Concurrently, students

use the core knowledge in the practicum, which is tailored to fit the current skills each student possesses. From these experiences, the student will have assembled a portfolio of projects undertaken which demonstrates competency in content application. The internship is the culminating experience for the student. Under site and university-based supervision, the student continues to develop skills as a competent school psychologist. Throughout the three years in the program, the student will develop expertise in various areas, which stimulate the formation and completion of the thesis project.

4.1 Academic Coursework

The sequence of coursework (i.e., Program of Study) can be found in Appendix C. Specific course descriptions are located in Appendix B.

All students are expected to maintain an overall grade point average (GPA) of at least 3.0. Students whose GPA falls below 3.0 will be placed on academic probation and they will be reviewed by the Graduate Review Committee to determine their eligibility for continuation in the program. Students will be notified in writing at mid-semester as to course progress, and are encouraged to meet with specific instructors if deficiencies are noted.

Grades for graduate courses shall be A+/-, B+/-, C+/-, E, I, IP (in progress), W (withdrawn), or Pass-Fail. All thesis work will carry a Pass-Fail grade. Students who earn a grade of C in a course may retake that course in order to improve their grade. The second grade received will be recorded as the permanent course grade. Option to remain in a Psychology graduate degree program by re-taking a required course in which a grade of E has been earned shall be dependent upon approval of the Graduate Review Committee, the student's advisor, and the Psychology Department Chair. A student shall not be permitted to retake more than one such course. Any special considerations attached to retaking a course shall have the approval of the Graduate Review Committee. An overall graduate GPA of at least 3.0 is required for graduation.

Psychology content courses comprise the majority of the program's credit hour requirements. Core courses in school psychology are taken along with courses covering topics in related fields of psychology. This balance ensures that students acquire substantial understanding in scientific and professional psychology.

Students are required to take three graduate elective courses (9 hours total). Although there is flexibility in course selection, the Graduate Committee must approve all elective choices. It is recommended that students select a variety of courses that provide knowledge/experience in areas not covered by psychology courses, yet relevant to the practice of school psychology.

Appropriate courses may be chosen from the following departments: Communication Disorders and Sciences, Counselor Education, Education-Reading, Educational Administration, Education-Special, and Health Education.

4.1.1 School Psychology Practica

The practica are designed to provide opportunities to apply skills learned in other school psychology coursework. Students work individually and/or in teams in two

settings, local schools and the Neuropsychological Clinic and Psychoeducational Services. Upon completion of the fourth semester, all students will have some experience in a variety of capacities, including psychoeducational assessments and interventions, consultation, and counseling. Team collaboration, peer review and case conferences during weekly practicum supervision meetings are essential elements of this course. Actual caseloads are expected to vary from student to student depending on interest and availability of work, but all should carry approximately equivalent hours. Students are assigned caseloads that utilize skills currently developing or developed in accordance with the training program. Under no circumstances is a student allowed to participate in activities for which he/she has not received adequate preparation.

University supervision is provided individually and during group weekly meetings. Site supervision is also provided, and input regarding performance from site supervisors will be collected. Students are expected to keep a log of all activities completed for the practicum course, including a daily activity log during the 4th semester of work in the school setting. Each student uses this log to create a portfolio, or sampling, of work completed in each area (e.g., 1-2 assessment reports and intervention cases, counseling description). It is expected that the portfolio will be revised and expanded as the student gains more experience. At least once per semester, supervisors meet individually with students to discuss progress. Students present information regarding work completed for the course, supplementing the presentation with information from the portfolio. By the end of each semester, university supervisors provide a brief written summary of progress to date. It is expected that each student demonstrates competency in each area relevant to the school psychologist upon completion of the fourth semester.

4.1.1.1 Semester One – Fall

Psychology coursework for semester one is:

- Foundations of School Psych
- Advanced Child Development
- Intellectual Assessment

This practicum focuses on how schools provide for the needs of their students through various programs and special resources. A major written project should be a review of the literature regarding one of the interventions they have observed and do a critical analysis of its content and delivery. The students should use primary source research in this assignment. Emphasis should be on how such services are delivered in a diversified and developmentally sensitive fashion (or not) across the age ranges found in the schools.

Students will be evaluated on the following criteria by their on-site supervisor. These criteria are drawn from the content and class objectives of the coursework of this semester.

1. Student had knowledge of current political, educational, and social issues shaping the practice of school psychology.

2. Student had knowledge of the legal and ethical issues regarding the profession of school psychology.
3. Student understood basic issues in psychoeducational assessment and intervention.
4. Student was familiar with elements of empirical decision making, research design, and the use of primary source material in the field of school psychology.
5. Student was familiar with issues affecting student diversity in the practice of school psychology.
6. Student had knowledge of how schools function within communities.
7. The student understood the biological basis of human development--including: cultural, environmental, and biological factors.
8. The student had knowledge of working as part of a team and was aware of the ways planning and decision making processes occur at schools and all other associated entities.
9. The student understood the social and cultural bases of human development.
10. The student appreciated individual differences in light of both biological as well as social/cultural factors.
11. The student demonstrated the sensitivity and skills needed to work with individuals of diverse backgrounds.
12. Student had knowledge of general education as well special education and other related services.
13. The student had knowledge of culturally normative human development and psychopathological manifestations that are biologically, socially, and culturally influencing human behavior.
14. The student had knowledge of family systems.
15. Student had an understanding of the history, theories, and issues in the areas of intelligence and intellectual assessment.
16. Student demonstrated proficiency in the administration, scoring, and interpretation of a major intellectual test.
17. Student understood the uses, strengths, and limitations of norm-referenced tests.

18. Student displayed skill in writing comprehensive reports based upon an individual's cognitive functioning.
19. Student showed an understanding of various approaches to the interpretation of IQ test results, with special emphasis on the use of statistical and computer based scoring programs.
20. Student demonstrated an understanding of the issues and challenges involved in the testing.

4.1.1.2 Semester Two – Spring

Psychology coursework for semester one is:

- Psychometrics
- Learning and Cognition
- Learning Disabilities
- Consultation and Intervention I

In this practicum, the emphasis is on the assessment and intervention of children with learning disabilities and learning differences. The students should focus on the activities of the Special Education Program and learn about the assessment and consultation needs of these professionals, including the School Psychologists role in the formulation of an IEP. A major written project should be a psychoeducational assessment of a child with a possible learning disability with detailed intervention recommendations. The recommendations should be sensitive to the cognitive and learning differences found in the subject assessed. The project should also include a critique of the instruments used and their appropriateness, based on their psychometric properties, for the tasks they were used for.

Students will be evaluated on the following criteria by their on-site supervisor. These criteria are drawn from the content and class objectives of the coursework of this semester.

1. The student was familiar with criteria used in evaluating tests, including reliability, validity, appropriate normative data, and other psychometric features of tests.
2. The student was familiar with basic and advanced statistical methods used in the construction and evaluation of psychological tests, including correlation, factor analysis, item analysis, etc.
3. The student was able to critically evaluate evidence concerning the psychometric qualities of psychological tests that they may use for diagnosis, assessment of social, cognitive or academic skills, program evaluation, research, etc.

4. The student was able to utilize specific procedures to evaluate test bias and fairness with respect to various groups including gender, ethnicity, those with disabilities, etc.
5. The student can identify sources of information concerning the psychometric properties of psychological tests, including published research articles and test manuals.
6. Student demonstrated an understanding of theories of learning: operant conditioning, social cognitive theory, attribution theory.
7. Student understood basic cognitive abilities: theories of attention, memory, models for the organization, encoding, and retrieval of information in long-term memory, and how these processes relate to effective instruction.
8. Student demonstrated an understanding of higher cognitive abilities: problem solving, domain specific learning (math, reading, language), reasoning, and metacognition, and how these processes relate to effective instruction.
9. Student was able to critically evaluate current research in learning and cognition.
10. Student was able to identify data based criteria necessary to classify a student as having a learning disability.
11. Student was familiar with issues and problems related to the definition of learning disabilities and classification of persons as learning disabled.
12. Student was able to describe and discuss the various theoretical perspectives regarding etiologies, characteristics, and interventions for learning disabilities.
13. Student was able to select, describe, and justify specific strategies for students with specific learning disabilities.
14. Student could describe the effect of cultural and minority status in the identification and placement of students in classes for learning disabilities.
15. Student could recognize and describe the various areas of social and emotional problems associated with learning disabilities.
16. Student was familiar with models of consultation and collaboration within schools to address the challenges of people with learning disabilities.

17. Student could effectively use data based behavioral consultation to develop school and home based interventions.
18. Student selected and evaluated interventions using “best practices” in school psychology.
19. Student appreciated social and cultural influences on the consultation process.
20. Student accessed resources (i.e., research-based and applied) to increase their knowledge about interventions.
21. Student developed a repertoire of general classroom interventions.
22. Student understood various academic and behavioral progress monitoring procedures, with emphasis on dynamic assessment.

4.1.1.3 Semester Three – Fall

Psychology classes for this semester are:

- Socio-emotional Assessment
- Child/Adoles. Psych
- Consultation & Intervention II
- Research Design

In this practicum, the emphasis should be on the assessment and intervention with high incidence behaviorally challenged children and low incidence children. The students should design and deliver a cognitive/behavioral intervention program for children exhibiting symptoms of high-incidence disorders such as ODD, CD, or AD/HD-HI. The intervention should include a pretreatment assessment with the treatment tailored to meet the needs identified in the assessment. The effectiveness of the program should be quantitatively and qualitatively assessed and reported in a major paper.

Students will be evaluated on the following criteria by their on-site supervisor. These criteria are drawn from the content and class objectives of the coursework of this semester.

1. Student understood the definition, etiology, and symptomatology of specific areas of psychopathology and exceptionality, particularly those most common to children.
2. Student demonstrated knowledge regarding methods of data based and anecdotal identification of psychopathology and exceptionality.
3. Student possessed research and analysis skills to guide the selection and implementation of treatments for various childhood disorders.

4. Student displayed various perspectives on the nature of psychopathology and exceptionality, including multicultural viewpoints.
5. Student was familiar with both categorical (DSM) and dimensional models of psychopathology.
6. Student was familiar with the roles of family, school, and other professionals in collaboration and consultation in meeting the needs of exceptional populations.
7. Student utilized a socio-emotional assessment model which follows “best practices” in school psychology. Proficiency in the selection of an assessment battery includes the ability to critically examine assessment measures.
8. Student exhibited skill in the administration, scoring, and interpretation of common socio-emotional assessment instruments.
9. Student demonstrated a knowledge base of frequently encountered behavior disorders in children and adolescents.
10. Student demonstrated skill in writing socio-emotional assessment reports.
11. Student appreciated social and cultural influences on the assessment process.
12. Student was familiar with the statistical basis of standardized tests and the use of data based decision making in clinical contexts.
13. Student was aware to the importance of the assessment process in collaboration and consultation with other professionals.
14. Student was aware of the use of assessment techniques in the crisis intervention of children at risk.
15. Student used data based behavioral consultation to select, implement, and evaluate school and home based interventions with sensitivity to the socio-cultural milieu.
16. Student displayed a thorough understanding of the principles of applied behavior analysis.
17. Student understood the process of academic skill mastery and used that knowledge in developing a repertoire of academic interventions.

18. Student demonstrated ability to access intervention research articles on specific behavioral topics, and analyze/integrate the information in practical and professional situations.
19. Student was aware of the importance of applied behavioral analysis techniques in the prevention and mitigation of further mental health problems.
20. Student was familiar with the importance of effective consultation and collaboration with school personnel, families, and other professionals in the delivery of behavioral interventions.
21. Student was a critical consumer of research.
22. Student appreciated the importance of evaluating the outcomes of interventions
23. Student was able to design and implement evaluations of interventions.

4.1.1.4 Semester Four – Spring

Psychology classes for this semester are:

- Neuropsychology
- Counseling and Crisis Intervention

This is their advanced school psychology placement. As such, they should be exposed to a complete milieu of what it is to be a school psychologist. They should be involved with all of the activities articulated above, but also become very familiar with the current laws governing practice, attend at least one professional conference, and become involved in the training of a paraprofessional staff. The major paper should involve a formal and high quality program evaluation of a current intervention activity offered by a school. The paper should include a comprehensive review of the literature, the use of quantitative and qualitative assessment instruments, and a discussion of results.

Students will be evaluated on the following criteria by their on-site supervisor. These criteria are drawn from the content and class objectives of the coursework of this semester.

1. Student was familiar with individual and group counseling techniques, including counseling from a multicultural perspective.
2. Student directly applied knowledge about counseling to cases in the school and clinic settings.
3. Student developed competency as facilitators of conflict resolution. .

4. Student developed a variety of counseling strategies for teaching social and behavioral skills, such as teaching prosocial competencies.
5. Student was familiar with crisis intervention techniques.
6. Student was sensitive to the role of families in the delivery of counseling services to children.
7. Student was aware of the importance of effective consultation and collaboration with families, schools, and other professionals in the delivery of counseling services to children.
8. Student developed proficiency in basic crisis intervention models and techniques.
9. Student understood various neuropsychological models and methods of assessment in order to identify strengths and needs of children and to understand problems that interfere with learning.
10. Student learned collaborative and consultative approaches within the context of the neuropsychological evaluation.
11. Student understood neurocognitive contributions to learning and established and implemented interventions for instructional and consultative purposes.
12. Student understood the brain-behavior relationship from the prenatal period through late adolescence within the context of typical and atypical development.
13. Student understands neurodevelopment, the interaction of neurodevelopment with familial and socio-environmental issues, and the manner in which this interaction affects the child's ability to negotiate the demands of his/her world.
14. Student understood diversity within the context of neurodevelopment and to recognize as well as experience the manifestation of diverse characteristics as it relates to neuropsychological functioning.
15. Student learned to access empirically based information on neurological and neuropsychological disorders in order to understand diverse populations, applicable interventions, and to remain current in the field.

4.2 The Thesis

Although the thesis is the capstone experience of the MA/CAS degree, it should neither be the first or the final experience in conducting and writing research. Each student in the School Psychology program prepares a thesis on a topic relevant to the profession of

school psychology. The thesis project is viewed as applied research and a practical problem solving activity rather than simply a research activity. Although experimental and descriptive research studies are conducted to meet this requirement, the purpose is to have an applied practical emphasis to this project compatible with the student's professional goals. A broad range of appropriate activities can be used to fulfill this thesis requirement.

A thesis consists of the following components: a) an introduction, b) a review of the literature, c) a methods section, d) a results section, and e) a discussion. The introduction outlines the research problem and the strategy being used to address it. Some discussion of why the research is important and what the implications of the study are should be included.

The review of the literature must be comprehensive enough to inform the reader of the background theoretical information necessary to understand the research under consideration. The thesis must also be placed within the body of existing knowledge and ongoing research through this review. The history of the constructs being examined should be outlined.

The methods section is a detailed description of the thesis research. This section allows the reader to determine the validity of the results based on the soundness of the research design. It must be sufficiently clear and thorough as to enable an interested researcher to replicate the study if desired. The instruments being used must be described and their psychometric properties supported and discussed.

The results section is where the data that is collected is displayed. Any statistical or other data analysis is described and displayed. The data presented in this section must be sufficient to support the conclusions and recommendations in subsequent sections.

The discussion section is where the results of the study are evaluated and the implications explored. The limits and flaws of the study must be articulated and future research recommended.

Students register for thesis credits during the 3rd year in the program. Thesis credit carries grades of *Pass* (P), or *In Progress* (IP), or *E*. The *Pass* (P) is given when the thesis has been successfully defended. The *In Progress* (IP) is carried for up to two years following completion of the internship requirements. In order to continue receiving the P grade, students must submit a written progress report to each member of the Thesis Committee at the end of each semester.

After two years, the grade is automatically changed to E. In order to change a grade of E, the student must appeal to the Thesis Committee and re-register for the course.

4.2.1 Overview of the Thesis Process

- a. The first step in the thesis process is to develop a research proposal. The student articulates an area of research interest and a general notion of research questions to address in the thesis. These questions need to be further clarified by a thorough review of the literature.

- b. The thesis advisor and committee should be selected prior to completing the proposal. The committee is composed of at least 3 members, including the advisor who serves as the Chair. Two of the members must be faculty members within the Psychology Department. First drafts and revisions to the thesis proposal are first produced with and approved by the advisor. The committee then reads the proposal, suggests changes, and either approves or rejects the proposal. The student should note that this process of reviewing drafts of the thesis is continual, and may require several meetings with the members of the Committee. Thus the student should plan for this process to take a significant amount of time. The accepted proposal is, in effect, the "contract" of what will be done for the thesis. The thesis proposal must be completed and approved prior to beginning the internship (by the end of the fourth semester).
- c. Following committee approval of the proposal, students whose projects involve the use of human participants MUST submit their proposal for review by the Human Subjects Research Committee and take and pass the PSU Human Subjects Certification Program. Approval of the proposed research by this Committee is necessary prior to conducting the research. Forms can be obtained from the Chair of the Human Subjects' Committee or the Psychology Department office. All research will adhere to APA and NASP ethical guidelines.
- d. After obtaining the appropriate approvals, the student conducts the research and writes the full thesis, under the direction of the thesis advisor. All writing will be strictly APA style, and the thesis will include an introduction, method, results and discussion of the implications of the project for the professional practice of school psychology.
- e. After the full thesis is written, the thesis advisor provides editorial consultation prior to submitting the thesis to the full committee for revisions. Because of the time required to read a manuscript thoughtfully and critically, the committee members have three weeks from the date of receipt to review and return it with comments. The student should note that this process of reviewing drafts of the thesis is continual, and may require several meetings with the members of the Committee. Thus the student should plan for this process to take a significant amount of time.
- f. When the Committee believes the thesis is ready to be defended, a date will be scheduled for the final defense. Thesis defenses are open to the College Community. The student summarizes his or her research procedures and findings in a brief oral statement, followed by questioning by the faculty members in attendance. Unanimous committee approval is required for the satisfaction of this program requirement. It is the student's obligation to schedule a defense at a time convenient to all committee members. No committee shall feel obliged to meet simply because a semester is ending or a graduation deadline is approaching. Unanimous thesis committee approval of the final written version of the Thesis is required prior to a student's graduation.

Note: All theses must be completed within 2 years of the completion of the internship requirement. Theses completed after that time may not be accepted. (Students must re-negotiate a ‘contract’ with the thesis committee.) Theses committees and individual members can at that time remove themselves from the committee and its obligations.

4.3 The Internship

The internship is completed during the third year of the program, beginning in September and ending in May. The primary purpose of the internship is to continue developing the school psychology intern into a competent and adaptive scientist practitioner of school psychology. Although it is expected that interns develop and accomplish personal goals and objectives, there are specific academic and professional objectives of the internship. These goals are the program objectives found in NASP guidelines. They are:

1. Data-Based Decision-Making and Accountability:
 - a. Our student has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.
 - b. The student uses such models and methods as part of a systematic process to collect data and other information.
 - c. The student translates assessment results into empirically-based decisions about service delivery.
 - d. The student evaluates the outcomes of services.
2. Consultation and Collaboration:
 - a. Our student has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.
 - b. Our student collaborates effectively with others in planning and decision-making processes at the individual, group, and system levels.
3. Effective Instruction and Development of Cognitive/Academic Skills:
 - a. Our student has knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
 - b. The student, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.
 - c. The student implements interventions to achieve those goals.
 - d. The student evaluates the effectiveness of interventions.

4. Socialization and Development of Life Skills:
 - a. Our student has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
 - b. The student, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs.
 - c. The student implements interventions to achieve those goals.
 - d. The student evaluates the effectiveness of these interventions.
5. Student Diversity in Development and Learning:
 - a. Our student has knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
 - b. Our student demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. School and Systems Organization, Policy Development, and Climate:
 - a. Our student has knowledge of general education, special education, and other educational and related services.
 - b. The student understands schools and other settings as systems.
 - c. Our student works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
7. Prevention, Crisis Intervention, and Mental Health:
 - a. Our student has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
 - b. The student provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.
8. Home/School/Community Collaboration:
 - a. Our student has knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.

- b. The student works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
9. Research and Program Evaluation:
 - a. Our student has knowledge of research, statistics, and evaluation methods.
 - b. The student evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.
10. School Psychology Practice and Development:
 - a. Our student has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.
 - b. The student practices in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.
11. Information Technology:
 - a. Our student has knowledge of information sources and technology relevant to their work.
 - b. The student can access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

4.3.1 Internship Plan

The site supervisor and intern develop a written internship plan, with approval from the university supervisor. The plan must include goals and objectives, specific means for accomplishing the goals or objectives, and realistic means of evaluating the intern's progress and effectiveness of the plan. Once an agreement with a school site has been made, the intern must adhere to the same schedule and calendar as the school. Whether or not a paid internship is secured, the internship should be considered a job, and as such, interns must at all times be professionals. Both the site supervisor and university supervisor routinely conduct supervision and evaluation of the intern's progress.

Students are required to secure their own internship placement, although help in finding a suitable site is provided by the university supervisor. Appropriate sites provide interns with a variety of professional experiences with students of differing ages.

An internship plan must be developed for each intern incorporating the skills and knowledge the intern brings to the internship. The following are specific requirements that must be addressed in every internship plan.

a. Schedule of Employment:

1. Monday to Friday:
2. Starting Date:
3. Ending Date:

b. Intern Roles and Responsibilities:

1. Attend assigned sites on days assigned.
2. Conduct self according to NYASP, NASP, and APA legal and ethical standards.
3. Attend administrative and team meetings.
4. Observe, assess, consult, and intervene with children, parents, and teachers.
5. Further professional development.
6. Receive at least two hours of supervision per week with site supervisor, and seek additional supervision from site supervisor and/or university supervisor as needed.
7. Complete daily logs, the portfolio, and other SUNY assignments.

c. District Needs

1. Conduct anecdotal and systematic observations.
2. Interview parents, teachers, and children.
3. Administer and score intellectual, achievement, and socioemotional measures.
4. Integrate assessment data and formulate recommendations for intervention.
5. Offer problem solving consultation services with or without formal evaluations.
6. Provide socioemotional and preventative intervention services.

d. Individualized Goals and Objectives

The goals articulated below are based upon NASP standards for graduate programs and represent a suite of skills and activities believed to be central in the role of a school psychologist. During the period of the internship, the student and supervisor should collaborate to ensure that there is an opportunity to practice these skills in an applied setting. The final evaluation will be based heavily on the student's performance in these key NASP areas.

1. Data-Based Decision-Making and Accountability:

- a) Knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.
- b) Use such models and methods as part of a systematic process to collect data and other information.
- c) Translate assessment results into empirically-based decisions about service delivery.
- d) Evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2. Consultation and Collaboration:
 - a) Knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.
 - b) Collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
3. Effective Instruction and Development of Cognitive/Academic Skills:
 - a) Knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
 - b) In collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.
 - c) Implement interventions to achieve those goals.
 - d) Evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.
4. Socialization and Development of Life Skills:
 - a) Knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
 - b) In collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs.
 - c) Implement interventions to achieve those goals.
 - d) Evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.
5. Student Diversity in Development and Learning:
 - a) Knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
 - b) Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. School and Systems Organization, Policy Development, and Climate:
 - a) Knowledge of general education, special education, and other educational and related services.
 - b) Understand schools and other settings as systems.
 - c) Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

7. Prevention, Crisis Intervention, and Mental Health:

- a) Knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
- b) Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

8. Home/School/Community Collaboration:

- a) Knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.
- b) Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

9. Research and Program Evaluation:

- a) Knowledge of research, statistics, and evaluation methods.
- b) Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

10. School Psychology Practice and Development:

- a) Knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.
- b) Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11. Information Technology:

- a) Knowledge of information sources and technology relevant to their work.
- b) Access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

- e. The internship plan must include exposure to the elementary as well as the secondary level. Therefore, if the intern program is in an elementary district, there must be provision for experiences at the secondary level and vice versa.

In order to ensure that school psychology interns receive appropriate experiences with students of differing ages, a minimum of 30 school days must be spent at the secondary level if the intern is employed by a elementary district. Conversely, at least 30 school days must be spent at the elementary level if the intern is employed by a secondary district. If the intern works for a unit district or special education cooperative, appropriate periods of time (not less than 30 school days) must be spent at the elementary and secondary levels.

The 30 day limit is a minimum and is not considered the amount necessary for each intern. Certainly, more time would be required for interns who do not have previous experience with a particular age range.

- f. The internship plan must specify the experiences the intern will receive with the following:
 - 1. All classifications of exceptional children,
 - 2. All types of special education programs,
 - 3. Children in regular education classes,
 - 4. All regular education programs,
 - 5. Vocational education programs,
 - 6. Other title programs.
- g. The internship plan must specify the manner in which the intern will be involved with non-school community agencies dealing with children and their families.

The internship plan must make provision for the intern to visit at least one other school system which employs a school psychologist. This could involve an exchange of interns or an assigned visit. In either case, it should allow sufficient time for familiarization with a different type of school system as well as with the role and function of the school psychologist in that system.

- h. The internship plan must make provision for the intern to gain a working knowledge of the following:
 - 1. Public school organization and operation;
 - 2. Professional ethics for school psychologists;
 - 3. Professional school psychology organizations.

The internship plan must be submitted for approval to the CAS intern program supervisor in accordance with the established timelines.

4.3.2 Requirements for the Approval of the School Psychology Internship Site

The most important requirement for an internship program is a commitment on the part of the school administration and the school psychological services staff to the training of an intern. The intern must be a trainee first and a deliverer of services second.

The following is a list of requirements for an approvable internship site.

- a. The internship site must have a sufficiently diverse pupil population to ensure that the intern receives exposure to a wide variety of educational and behavioral problems as well as regular division programs. This population must include students between the ages of 3 and 21 years. The intern must receive a minimum of 30 school days of training at the elementary and at the secondary levels.
- b. The internship site must have access to a special education program in which there are specific services for a variety of exceptional children and in which

the intern will receive experiences involving all classifications of handicapped children and special education programs.

- c. The internship site must have the services of at least one school psychologist who meets the requirements of the State Board of Education as a school psychologist. The intern supervisor must be a full-time employee of the hiring district or cooperative which employs the intern and must provide direct school psychological services to students, parents and staff.
- d. The internship site must have a mutual agreement between the administration and the intern supervisor for offering or continuing to offer an internship program, which stresses training, not service. The intern must not be given the same work load as a certified school psychologist.
- e. The internship site may hire interns only if the intern supervisor and the administration of the hiring district have agreed upon the candidates.
- f. The internship site must make it possible for the intern supervisor to provide direct and personal supervision of the intern.
- g. The internship site must have access to a number of community agencies dealing with children and their families, e.g., a family casework agency, psychiatric clinic, and/or hospital.
- h. The intern and the hiring district must enter into a written contractual agreement. The length of the contract should normally be for one academic year, that is, a minimum of nine months. The intern and the hiring district will be aware of the length of the internship when entering into a contractual agreement.

The intern must be on the same schedule and calendar as other full time school psychologists on the staff during the regular school year. When appropriate to training and if not in opposition to district policy or negotiated agreements, the intern is expected to participate in meetings and programs beyond the normal workday and week in the same manner expected of other professionals. The intern is expected to meet these demands without concern for an hourly schedule.

These specifications are in no way different from the expectation for regular staff members, but are often overlooked when considering the needs of the psychological services program.

4.3.3 Qualifications and Requirements for the School Psychologist or Site Intern Supervisor

It is essential that the school psychologist on-site intern supervisor possess specific skills and knowledge essential for a successful school psychology internship experience.

Qualifications and Requirements:

- a. Possession of a current Certificate, and school psychologist endorsement in New York.
- b. A minimum of two academic years of experience as a certified school psychologist in New York.
- c. The intern supervisor must be employed as a full-time school psychologist in the district or cooperative hiring the intern and provide direct school psychological services to students, parents and staff. School psychologists employed on a contractual or casework basis will not be approved as intern supervisors.
- d. Previous employment of the school psychologist in the hiring district or cooperative for a period of at least one school year prior to the hiring of the intern. The employment must have been full-time in the hiring district or cooperative.

Desirable Features of Intern Supervisors:

- a. Ability to work independently.
- b. Ability to provide a model of professional ethics and responsibility to the intern.
- c. Ability to communicate effectively and to consider opinions and beliefs of the intern and other professional persons with whom they come in contact.
- d. Ability to work effectively with members of other disciplines in the school and community.
- e. Ability to develop a plan of supervision for an intern, taking into consideration the intern's skills and needs, as well as the state and local requirements for an internship.
- f. Ability and willingness to support the intern in difficult situations.
- g. Knowledge of specific areas of exceptionality in terms of educational, social, and vocational needs and limitations.
- h. Knowledge of referral sources and other resources in the community.
- i. Ability to supervise the work of interns according to the highest standards of thoroughness, competence, ethics, and interprofessional relationships.
- j. Membership in at least one state and/or national school psychology organization.
- k. Active participation in a regional school psychology organization.

- l. Evidence of keeping abreast of new methods, techniques, and developments in school psychology through attendance at formal workshops or enrollment in college courses (one workshop or course every two years), or in a continuing professional development program of a professional school psychological organization.
- m. Thorough knowledge of professional standards and ethics.

4.4 Guidelines for the Evaluation of the School Psychology Internship

The purpose of evaluation is to determine strengths and weaknesses of what is being evaluated and to indicate ways of effecting improvement. Evaluation is the process of (1) agreeing upon standards, (2) determining whether a discrepancy exists between what “ought to be” and “what is,” and (3) using discrepancy information to identify the weaknesses of what is being evaluated.

4.4.1 Principles which should be reflected in any evaluation program:

- a. Evaluation must be a continuous, ongoing process: All aspects of the program should be under scrutiny at all times. Informal evaluation should occur on a day-to-day basis and should be communicated openly and quickly. It must not be “reserved” for discussion at formal evaluation times. Informal evaluation is just as important and perhaps more important than formal evaluation.
- b. Evaluation must be multidimensional: Evaluation must be undertaken by all who are associated with the program. An evaluation procedure should include assessment of all aspects of the internship program--the intern, the supervising psychologist, and the program itself. Evaluation should be accomplished by all parties concerned--the supervisor, the intern, the local school administration. To add still another dimension, this evaluation should be done prior to the internship, during the internship, and after the internship. In summary, evaluation should be made (1) of the intern, the supervisor, and the program; (2) by the supervisor, (3) within three time periods--prior to, during and after the internship. Thus, there are three dimensions: “evaluation of,” “evaluated by” and a “time” dimension.
- c. Evaluation must be open and honest: All parties evaluating and being evaluated must function in an open and professionally honest manner. All parties should be fully aware of how they have been evaluated. There must be a face-to-face communication aimed at eliminating or minimizing problems and limitations brought out by the evaluation. Evaluations must never be vindictive and should not be based on subjective or personality factors. The “nice guy” approach should also be avoided. There is a professional obligation to ensure that individuals involved in the internship program and the quality of the internship program are of the highest possible professional standards.
- d. Evaluation may consist of a narrative evaluation and/or evaluation based on an objective rating scale. Rating scales help structure the thinking of the evaluator

and also provide a ready means of determining progress or lack of progress from one evaluation period to another on a number of variables.

4.4.2 Evaluation of the Intern

The Program intern supervisor and the on-site intern supervisor must each monitor the progress of the intern during the internship. There are some assurances that should be incorporated into this process. These assurances include the following:

- a. The intern's educational and experiential needs are carefully evaluated prior to receiving approval to participate in an internship program.

The evaluation is designed to document that the objectives established in the internship plan are met.

There is an early assessment of strengths and weaknesses of the intern, and the internship plan is modified to accommodate these strengths and weaknesses.

There is ongoing informal, day-by-day evaluation that is communicated to the intern.

The formal evaluation should be:

1. clear, concise, and thorough; (a short paragraph indicating that satisfactory progress is being made or is not sufficient);
2. written to indicate the progress or lack of progress since the last evaluation was submitted;
3. shown to and discussed with the intern prior to submission;
4. signed by the intern prior to submission. Any evaluation submitted by the intern supervisor which has not been signed by the intern should not be accepted and should be returned for the intern's signature. The intern has the right to redress if he/she believes the evaluation is inappropriate by submitting a written reaction along with the on-site supervisor's evaluation.
5. In cases where the intern is not making satisfactory progress, the intern should be made aware of the problem(s) for a period of time before the final programmatic evaluation.

4.5 Portfolio Requirements

Students are required to submit a professional portfolio in order to ensure that they have mastered program goals. The content of the portfolio should provide evidence that the student has completed the Individualized Goals and Objectives from the Internship Program Plan. This evidence might include samples of work that have been completed throughout the program, as well as work created specifically for the portfolio. Each candidate will submit his or her portfolio to the Program Director, who will then distribute them to other School Psychology faculty members. It is recommended that students make duplicate portfolios for their own professional use as they are often useful as part of a job interview.

All identifying information of children, their family members, teachers, etc., should be removed from submitted work. The criterion used for grading each component of the portfolio is included with this document.

4.5.1 Contents of the Portfolio

- a. *Up-to-date resume*
- b. *Two samples of psychological evaluations* (completed entirely by student):
One of the reports should be an assessment for learning disabilities. The other report should be selected by the student as an exemplar of the work performed during the course of the internship.

A complete psychological evaluation should include a comprehensive review of existing information, which may include the following: review of available records; interview with teacher(s); interview with parent/guardian whenever possible; classroom observation; analysis of work samples and/or curriculum-based assessment. When cognitive, social, emotional or behavioral issues are present, the evaluation should also include the appropriate standardized and empirical measures. A complete and systematic evaluation of normative and anecdotal evidence is required. Because psychological evaluations are the mainstay of school psychology practice, these items will be carefully scrutinized and critically examined.

- c. *Inservice training program or workshop*: Submitted materials must include:
 1. a detailed outline of the workshop
 2. objectives of the workshop
 3. at least six recent, primary source references used to prepare the presentation
 4. samples of handouts for participants
- d. *Program Evaluation*:
 1. a description of the program being evaluated
 2. a standardized pre and post measure to assess program performance
 3. a statistical evaluation of program performance
 4. a report prepared for the program facilitators of evaluation outcomes
- e. *Personal Essay*: including the following
 1. statement of theoretical orientation
 2. professional strengths and areas of interest in school psychology
 3. career goals within school psychology
 4. view of oneself as a school psychologist
 5. integration of coursework and knowledge
 6. discussion of areas needing improvement and future professional development plans

4.5.2 Evaluation Rubric for Portfolios

The following rubric will be utilized to evaluate the portfolios submitted by program interns. Each item will be rated on the following scale: 1= poor 2= below average 3= average 4= above average 5= excellent, N= not included in this portfolio

Psychological Evaluations

- a. Includes well-defined referral question(s) based on teacher interview
- b. Accurate statement made concerning validity of current assessment
- c. Standard scores provided for all tests when available and are presented within a range or with standard error of measurement noted
- d. Personality assessment includes empirically-based instruments
- e. Classroom observation conducted and integrated with referral question and other data
- f. Curriculum-based assessment or work sample analysis conducted and integrated with referral question and other data
- g. Presented in language suitable for the consumers of the assessment.
- h. Findings from various subtests and/or test instruments are integrated with one another. Contradictions are noted and attempt is made to explain them.
- i. Test information is related to classroom teacher report(s) of student's strengths and weaknesses; contradictions explained
- j. Assessment findings are linked to recommendations and relate to teacher-reported concerns

Workshops

- a. Detailed outline is provided.
- b. Objectives of the workshop are operationally defined.
- c. The method for determining how well the objectives were met is described and an analysis of program success is summarized.
- d. The intended audience is described.
- e. At least six recent (from the past 5 years), published references are used to prepare the presentation, and are presented as a bibliography.

- f. Samples of handouts for participants are included.

Program Evaluation

It is considered essential that the students in this program develop and nurture scientist/practitioner skills and sensibilities. The health and future of the education system and our profession require active research programs by psychological professionals. Therefore, interns are expected to be active researchers during their intern experience. A valuable service to any school division are program evaluations. Such evaluations provide empirical evidence of the effectiveness of school programs and how they may be improved.

- a. A complete description of the program is provided.
- b. The objectives of the program are operationally defined.
- c. Empirical measures are selected that are coherent with the objectives of the program.
- d. The measures are utilized in a manner consistent with good research practice (i.e. pre and post measures)
- e. An analysis of the results is provided.
- f. A report based upon the results of the analysis, along with recommendations, is presented.

4.6 Thesis Progress

An ongoing issue in the School Psychology Program is the timely completion of theses. Accordingly, interns are required to meet thesis completion goals as part of their internship obligations. Although thesis work places an additional burden on a busy time in the student's life, the alternative is that the thesis is completed while the student is practicing as a school psychologist, sometimes hundreds of miles from the SUNY campus.

4.6.1 Thesis Timelines

October Meeting – Literature review complete

November Meeting – Methods section complete

December Meeting – Data collection complete

January Meeting – Data analysis complete

February Meeting – Results section complete

March Meeting – Discussion section complete

April Meeting – First draft complete

May Meeting – First rewrite complete

5.0 Admissions

Admission to the program is made only for the Fall semester. The deadline for submission of application materials is **March 1**. Applicants are urged to complete their application well before that time since applications are reviewed and action taken as soon as they are received.

Applications are complete when they include the following:

1. Application Form with attachments.
2. Official Transcripts of all college work attempted.
3. Graduate Record Examination scores.
4. Resume of relevant research and/or clinical experience.
5. Three letters of recommendation.

Applications should be mailed to: Graduate Admissions Office
Plattsburgh State University of New York
College of Arts and Science
Plattsburgh, New York 12901

Applicants are typically notified of admission status by mid-April. If accepted, applicants must confirm, in writing, their intent to enter the program. A deposit of \$100.00 to secure their place in the program is also required. Within three weeks of acceptance, if these are not done, it will be assumed that the applicant is not intending to enroll in this program and that a vacancy exists. Selected alternates will then be notified and those confirming their intent to enter the program will be accepted.

The decision to admit a student to graduate studies in school psychology rests finally with the Dean of Arts and Science. The Dean acts upon the recommendation of the Chair of the Department of Psychology, who in turn acts upon the recommendation of the Graduate Admissions Committee. The information used by the Graduate Admissions Committee is of special interest to the applicant. The Committee considers the following eight factors in making its recommendations.

1. The total application, in addition to the usual information, includes a brief essay on reasons for applying to graduate school. The Committee judges the written expression as well as the content of the essay. It should be well thought out and presented in good form.
2. The official transcript, including grade point average and evidence of breadth of interests and aptitudes. The minimum acceptable undergraduate grade point average for all applicants to graduate programs at the College is 2.5, but the guideline used by the Psychology Department is a minimum of 3.0. An applicant who does not meet the guideline of a 3.0 grade point average should address this issue in the written statement, and also ask references to comment also. Inform the Committee as to the

special circumstances that resulted in the low G.P.A. and indicate trends in academic achievement that now predicts success in a challenging academic program.

3. Evidence of superior achievement in courses most closely allied with the applicant's stated interests. The entering student is expected to have competence at the undergraduate level in experimental psychology and statistical analysis, personality, learning, and development. There should be evidence within the transcript that you have prepared for the program for which you are applying. However, it is not unusual that an applicant will have decided rather late in his or her undergraduate career to attempt graduate work in psychology. If that is true in your case, you should support your application with the reasons for your recent decision to study school psychology: volunteer experience related to the program for which application is being made; a discussion of current reading or research; unique experiences that led you to school psychology. It will be most helpful if your references are familiar with your interests, especially if these are not readily apparent from your transcript.
4. Evidence of experience in working with school populations: job experience, volunteer work, course assignments, tutoring, teaching, camp counseling, or other appropriate experiences.
5. Three letters of recommendation which attest to the academic and professional promise of the applicant. The most helpful letters to the Committee are those from professors who have worked with you on independent projects and supervisors who are familiar with your interests, abilities, and accomplishments. You should advise each prospective reference of your plans and request that letters be addressed to the probability of your success in school psychology. The Committee will be looking for information in these letters as to your promise in academic achievement and in interpersonal skills for client work.
6. Graduate Record Examination aptitude scores. These scores on the verbal and quantitative aptitude portions of the Graduate Record Exam Test are required. Scores on the Advanced Test in Psychology may be submitted if the applicant so desires. The Committee requires a minimum combined GRE score of 1000 (Verbal and Quantitative).
7. In some cases the Committee may ask candidates to come to the campus for interviews with members of the Admissions Committee.
8. Availability of openings in the Graduate Program. At the beginning of each academic year, approximate limits are established on the number of students to be admitted in a manner consistent with administrative guidelines. When these limits are reached, no additional applicants may be accepted, although a list of alternates is prepared. The Committee reviews completed applications as soon as they are received and a decision is made as to the probability that the applicant will succeed in completing this program. If an opening is available and the application is such that success may be predicted, the applicant will be notified.

5.1 Acceptance of Transfer Credit

University policy allows acceptance of up to 12 hours of graduate transfer credit into the program. These credits typically are accepted for elective work. In order to obtain transfer credit acceptance, the student must submit a transcript along with the course description to his/her advisor. The advisor, upon consulting with the Graduate Committee, will make final decisions regarding credit transfer.

6.0 Graduate Financial Assistance

There are two areas of available assistance: financial aid, and part-time employment. Early deadlines and competition for positions characterize both types of assistance. If you are interested in receiving financial assistance during your first semester of studies, it is suggested that you contact the Financial Aid office (564-2072). Possible part-time employment on campus is as follows:

6.1 Psychology Department

The department offers several assistantships to graduate students, with various duties and stipends:

Research Assistantships – Two assistantships, each of which provides a stipend of approximately \$2500 and a waiver of one-half of the in-state graduate tuition are typically awarded to incoming students. These assistantships carry 10 hours per week responsibilities during the college academic year. Application for these assistantships is made at the time of application to the program.

Clinic Assistantships – Two assistantships, each of which provides a \$5000 stipend and carries responsibilities for 15 hours per week during the public school academic year, are typically awarded to one first and one second year graduate student. Application for these assistantships is made during a student's second semester of matriculation in the program.

6.2 Campus Employment

1. Special Services Project (SSP) hires undergraduate and graduate students to work as tutors/readers in subjects for which they are qualified, on an arranged and walk-in basis. Variable stipends for 10-15 hours per week are provided. A graduate assistantship has been recently announced, for a student to act as coordinator of tutoring services. 104 Feinberg Library, 564-2810.
2. Graduate assistantships as residence hall directors are available each school year through the Campus Life Office. Residence hall directors live in the dorms and supervise a staff of residence assistants, as well as performing administrative duties. They receive a salary, room and board, and an 11-hour tuition waiver. Application deadline is in early spring. 110 College Center, 564-3824.

3. Part-time employment on campus (called "Temporary Service") and off-campus is listed outside the Career/Life Planning Center on the second floor of the Kehoe Administration Building, as well as on a bulletin board in the College Center. A variety of jobs in clerical, childcare, work outdoors, in community businesses, and in other areas is advertised. Hours and wages vary. Kehoe Building, 564-2145.

Additional Questions

The purpose of the brochure is to provide as much information as possible to the interested applicant. However, there will be questions that were not foreseen. For any additional information or questions, please do not hesitate to call or write Dr. Dale Phillips, Director, School Psychology Program (phone: 518-564-3395; email: dale.phillips@plattsburgh.edu)

12 Psychology Faculty

Wendy Braje, Ph.D., University of Minnesota - Experimental Psychology.

Renee J. Bator, Ph.D., Arizona State University - Social Psychology.

Gary G. Brannigan, Ph.D., University of Delaware - Clinical-Child Psychology.

Katherine Dunham, Ph.D., University of Windsor - Applied Social Psychology.

Patricia Egan, Ph.D., University of Kansas - Developmental and Child Psychology.

William P. Gaeddert, Ph.D., Iowa State University - Social and Organizational Psychology.

J. Stephen Mansfield D.Phil., Oxford University – Cognition and Perception.

Michael Morales, Ph.D., University of California at Riverside - Developmental Psychology.

Dale Phillips, Ph.D., University of Saskatchewan – School Psychology

Jeanne P. Ryan, Ph.D., State University of New York at Binghamton - Neuroscience and School Psychology

William S. Tooke, Ph.D., University of Texas at Arlington - Evolution and Psychology, Personality Psychology, Trait Theory and Measurement

Taher Zandi, Ph.D., University of Oklahoma - Memory and Attention, Information Processing.

Appendix A

Useful Campus Resources

Bookstore [College Store] (564-2082). The Bookstore sells required texts, a variety of books for pleasure reading, school and art supplies, cards, newspapers, postage stamps, gifts, and some food items. Located in Saranac Hall, it also provides a check cashing service for students.

Bursar (564-3120). Located on the first floor of the Kehoe Administration Building, the Bursar's office is where fees, fines, tuition and other payments are made. Visitors on campus may also obtain parking permits from this office.

Angell College Center (564-2121). This building is connected to the Feinberg Library and houses a cafeteria, a commuter's lounge, a reading room, a music lounge, a coffee house bar, and a game room.

Career Services Center (564-2071). Located on the second floor of the Kehoe Administration Building. Counselors in this office work with students individually and assist them in the development of sound decision-making and planned approaches to their present and future goals. Services include workshops, job vacancy listings, on-campus recruitment, direct employer referrals, and printed and computerized career information resources.

Housing (564-3824). The Residential Life Office, located on the first floor of the Angell College Center is a resource for students who are looking for off-campus housing or for a roommate. The classified section of the local newspaper, The Press Republican, also lists rentals. It is important to note that residence or dormitory accommodations are only made available to undergraduates and to foreign students.

Financial Aid (564-2072). Located on the fourth floor of the Kehoe Administration Building. Financial aid for first-year graduate students is limited. More opportunities are available when students have developed some marketable skills. The Financial Aid Office may be contacted to seek information concerning college work-study, national direct student loans, and other types of financial aid programs for graduate students.

Library (564-5180). The Feinberg Library is adjacent to the Angell College Center and connected to it at the ground level. The library provides a late-night study room, carrels, and computer searches for thesis research.

Health Services (564-2187). Located behind the College Bookstore, this office provides medical and psychological services for students.

Registrar (564-2100). Located on the third floor of Kehoe, the Registrar maintains academic records for all students. Official transcripts are obtained through this office, as well as forms for graduation.

Appendix B

GRADUATE COURSE OFFERINGS

Psychology 501 - Psychometrics

Quantitative analyses and interpretation of data obtained from psychological tests, multivariate statistical methods, and related computer analysis procedures used in evaluating and interpreting test data.

Prerequisites: Course work in statistics and research design. Credit Hours: 3

Psychology 504 - Master's Thesis

The Master's thesis project is viewed as applied research and a practical problem solving activity rather than simply a research activity. Experimental and descriptive research studies may be conducted to meet this requirement, and most projects may be developed from applied practical problems encountered in the field. A broad range of appropriate activities can be used to fulfill this thesis requirement as deemed appropriate by the student's thesis advisor in accordance with Psychology Department Policies.

Prerequisites: Graduate Majors Only Credit Hours: 3

Psychology 509 - Foundations of School Psychology

Students are introduced to the roles and functions of school psychologists, with emphasis on "best practices" in the field. An overview of the profession is provided, and students will begin to develop perspectives of the profession.

Prerequisites: Graduate majors only or permission of instructor. Credit Hours: 3

Psychology 516 - Advanced Development

A comprehensive survey of human development from conception to late adolescence including biological, social/cultural and psychological factors influencing human development.

Prerequisites: 9 hours of psychology including psychology of human development
Credit Hours: 3

Psychology 520 - Learning and Cognition

This course involves the study of the basic processes underlying learning, memory and higher cognitive functions such as conceptualization, problem-solving and language. Emphasis is on the relevance of recent research and theoretical developments in cognitive psychology to school learning. Topics include attention, memory, information processing, problem-solving, reasoning, creativity, and experimental paradigms for the study of cognition and learning.

Prerequisites: 9 credits in psychology Credit Hours: 3

Psychology 550 - Consultation and Intervention I

Psychology 550 is the first in a two semester course sequence designed to provide a foundation of skills in the areas of behavioral consultation and academic and behavioral interventions. Students will build knowledge about and practice using the stages of behavioral consultation. This includes understanding of operationalizing a problem and defining goals, functional assessment, and evaluating outcomes.

Prerequisites: Graduate majors only.

Credit Hours: 3

Psychology 551 - Consultation and Intervention II

Psychology 551 is the second in a two semester course sequence designed to provide a foundation of skills in areas of behavioral consultation and academic and behavioral interventions. Students apply skills learned about school consultation in Psychology 550 through work with intervention cases. Students will develop a repertoire of behavioral and academic intervention skills.

Prerequisites: PSY 550 - Consultation and Intervention I

Credit Hours: 3

Psychology 552 - Counseling and Crisis Intervention in Schools

This course emphasizes the development of skills in individual and group counseling, and crisis intervention as relevant to the school setting. Direct application of these skills will occur through work in the school setting.

Prerequisites: Graduate majors only

Credit Hours: 3

Psychology 581 - Research Methods

Design and interpretation of research with a focus on applied settings. Includes quasi-experimental design, program evaluation, small-n research, and qualitative research.

Prerequisites: Course work in statistics and research design.

Credit Hours: 3

Psychology 589 - Advanced School Psychology Practicum

This course is designed to provide opportunity to apply skills learned in other course work. As in Psychology 597, students continue to work individually and in teams in local schools and the university Psychoeducational Clinic in a variety of capacities, including psychoeducational assessments and interventions, school-based programs, and counseling. In addition, students are expected to take a more active role in each capacity.

Prerequisites: School psychology graduate majors only.

Credit Hours: 3

Psychology 590 - Internship

The internship is designed to advance the graduate student's professional skill through full-time placement in the schools. Under the direct supervision of an on-site state or nationally certified School Psychologist, the Intern will complete assignments which encompass the full range of school psychologist leadership and functioning in schools. The Internship is the culmination of classroom and field experience from the first three semesters, and will prepare the graduate student for employment in a school setting upon graduation.

Prerequisites: Satisfactory completion of all program requirements (with the exception of psychology 504-Master's Thesis) and a State Education Department Internship Certificate.
Credit Hours: 3-6

Psychology 597 - School Psychology Practicum

This course is designed to provide opportunity to apply skills learned in other coursework. Students work individually and in teams in local schools and the university Psychoeducational Clinic in a variety of capacities, including psychoeducational assessments and interventions, school-based program implementation and evaluation, and counseling.
Prerequisites: School Psychology Graduate Majors only. Credit Hours: 2

Appendix C
Program of Study—School Psychology Graduate Program

Semester One-

		3 credits
Psy 509	Foundations of School Psy.	3 credits
Psy 516	Advanced Child Development	3 credits
Psy 544	Intellectual Assessment	3 credits
Psy 597	School Psych Practicum	<u>2 credits</u>
		14 credits

Semester Two-

Psy 501	Psychometrics	3 credits
Psy 520	Learning and Cognition	3 credits
Psy 543	Learning Disabilities	3 credits
Psy 550	Consultation & Intervention I	3 credits
Psy 597	School Psych Practicum	<u>2 credits</u>
		14 credits

Summer

Elective*		3 credits
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Semester

Three-

Psy 546	Child/Adoles Psychopathology	3 credits
Psy 545	Socio-emotional Assessment	3 credits
Psy 551	Consultation & Intervention II	3 credits
Psy 581	Research Design	3 credits
Psy 597	School Psych Practicum	<u>2 credits</u>
		14 credits

Semester Four-

Elective *		3 credits
Psy 531	Neuropsychology	3 credits
Psy 552	Counseling & Crisis Intervntn	3 credits
Psy 589	Adv School Psy. Practicum	<u>3 credits</u>
		12 credits

Semester Five-

Psy 504	Master's Thesis	3 credits
Psy 590	Internship	<u>3 credits</u>
	(Minimum Total Hours Logged = 400)	6 credits

Semester Six-

Psy 504	Master's Thesis	IP
Psy 590	Internship	<u>6 credits</u>
	(Minimum Total Hours Logged = 800)	6 credits

Total Credit Hours 69

Appendix D Course Outlines

Prepared by: Dr. Katherine Dunham
Course Number: Psychology 501

Date of Department Approval: March 11, 2003
Course Title: Psychometrics

1. COURSE DESCRIPTION

Quantitative analyses and interpretation of data obtained from psychological tests, multivariate statistical methods, and related computer analysis procedures used in evaluating and interpreting test data. Students will learn concepts and analysis procedures to assist them in choosing appropriate assessment tools for diagnostic, instructional, research, or program evaluation purposes, and how to summarize and report the results of such analyses.

Prerequisites: 9 hours of psychology.

Credit hours: 3

Contact hours: 3

2. OBJECTIVES

1. The student will learn criteria used in evaluating tests, including reliability, validity, appropriate normative data, and other psychometric features of tests.
2. The student will learn techniques used to evaluate the above criteria, including indices of reliability and validity, factor analytic techniques to examine the structure of tests, etc.
3. The student will become familiar with basic and advanced statistical methods used in the construction and evaluation of psychological tests, including correlation, factor analysis, item analysis, etc.
4. The student will learn and use a statistical computer package (SPSS) and will complete analysis assignments for each of the major psychometric procedures in the course using assessment data that is relevant to school psychology practice.
5. The student will learn to critically evaluate evidence concerning the psychometric qualities of psychological tests that they may use for diagnosis, assessment of social, cognitive or academic skills, program evaluation, research, etc.
6. The student will learn specific procedures to evaluate test bias and fairness with respect to various groups including gender, ethnicity, those with disabilities, etc.
7. The student will identify sources of information concerning the psychometric properties of psychological tests, including published research articles and test manuals.
8. In sum, the student will acquire an understanding of the concepts and procedures required to obtain, interpret, and summarize assessment data that will be necessary for their function as a school psychologist.

3. OUTLINE OF COURSE CONTENT

1. Basic principles
 - a. Functions of assessment
 - b. Descriptive statistics
 - c. Hypothesis testing
 - d. Norms
 - e. Correlation and regression

2. Reliability
 - a. Types of reliability
 - b. Assessment of reliability
 - c. Factors affecting reliability
 - d. Theories of measurement error

3. Validity
 - a. Types of validity
 - b. Assessment of validity
 - c. Factors affecting validity
 - d. Test bias and fairness
 - e. Multitrait/multimethod matrices

4. Item analysis and Item response theory
 - a. Item statistics
 - b. Item characteristic curve
 - c. Rasch models

5. Factor Analysis
 - a. Structure of tests
 - b. Types of factor models
 - c. Interpretation of factor models

Possible texts:

Nunnally, J. (1978). *Psychometric theory*. (2nd edition). McGraw-Hill.

Ghiselli, E. E., Campbell, J. P., & Zedeck, S. (1981). *Measurement theory for the behavioral sciences*. Freeman.

Salvia, J., & Ysseldyke, J. E. (2001). *Assessment*. (8th edition). Houghton-Mifflin.

Prepared by: Dr. Dale Phillips
Course Number: Psychology 504

Date of Dept. Approval: March 11, 2003
Course Title: Master's Thesis

1. COURSE DESCRIPTION

The Master's thesis project is viewed as applied research and a practical problem solving activity rather than simply a research activity. Experimental and descriptive research studies may be conducted to meet this requirement, and most projects may be developed from applied practical problems encountered in the field. A broad range of appropriate activities can be used to fulfill this thesis requirement as deemed appropriate by the student's thesis advisor in accordance with Psychology Department Policies.

Prerequisites: Graduate Majors Only

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. Students will develop a thorough understanding of the process of research.
2. Students will become fluent in a particular area chosen for research.
3. Students will become knowledgeable in all aspects of APA style writing.
4. Students will complete a Thesis in accordance with Psychology Department Policies.

3. OUTLINE OF COURSE CONTENT

1. Specific content will vary according to each student's project.

Text:

Publication Manual of the American Psychological Association (1994).

Prepared by: Dr. Dale R. Phillips
Course Number: Psychology 509

Date of Dept. Approval: March 11, 2003
Course Title: Foundations of School Psychology

1. COURSE DESCRIPTION

Students are introduced to the roles and functions of school psychologists, with emphasis on “best practices”* in the field. An overview of the profession is provided, and students will begin to develop perspectives of the profession.

Prerequisites: Graduate majors only or permission of instructor.

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. Students will be exposed to current political, educational, and social issues shaping the practice of school psychology.
2. Students will become knowledgeable of the legal and ethical issues regarding the profession of school psychology.
3. Students will understand basic issues in psychoeducational assessment and intervention.
4. Students will be familiar with elements of empirical decision making, research design, and the use of primary source material in the field of school psychology.
5. Students will become familiar with issues affecting student diversity in the practice of school psychology.
6. Student will be exposed to how schools function within communities.

3. OUTLINE OF COURSE CONTENT

1. Perspectives in the Field of School Psychology
 - A. Historical Background of School Psychology
 - B. The Future of School Psychology
 - C. Models of Service Delivery
 - D. Diversity and the delivery of psychological services in the schools
2. Legal and Ethical Issues
 - A. NASP and APA Ethical Guidelines
 - B. Federal and State Law Governing Special Education
 - C. Case Law Affecting School Psychology
3. Psychoeducational Assessment and Intervention
 - A. Methods of Assessment
 - B. Using Assessment in Decision Making
 - C. Interventions focused on Children
 - D. Intervention focused on Parents, Staff, Programs, and Organizations
4. Research Methods in School Psychology
 - A. Quantitative
 - B. Qualitative
 - C. Program Evaluation

Possible Texts:

Reynolds, C.R. & Gutkin, T.B. (Eds.) (1999). The handbook of school psychology (3rd Edition).
New York: John Wiley & Sons, Inc.

Supplemental readings will be selected from relevant journals, such as Journal of Applied Behavior Analysis, Psychology in the Schools, School Psychology Review, Journal of School Psychology, and School Psychology Quarterly.

*Thomas, A., & Grimes, J. (Eds.) (1995). *Best Practices in School Psychology III*, Maryland: NASP.

Prepared by: Dr. Taher Zandi
Course Number: Psychology 516

Date of Dept. Approval: March 11, 2003
Course Title: Advanced Development

1. COURSE DESCRIPTION

A comprehensive survey of human development from conception to late adolescence including biological, social/cultural and psychological factors influencing human development.

Prerequisites: 9 hours of psychology.

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. The students will learn about the biological basis of human development--including: cultural and environmental factors, the role of genetics, interaction between neuropsychology, bio-physiology and psychopharmacological factors that influence human development
2. The students will have knowledge of behavioral, mental health models and will acquire the knowledge for understanding the consultative and collaborative models applicable in the area of human development. The students will have knowledge of working as part of a team and will be aware of the ways planning and decision making processes occur at schools and al other associated entities.
3. The students will learn social and cultural bases of human development. Including cross-cultural views, cultural adaptations, social development, family roles, social and cultural diversity. Students will develop an understanding of ways in which life skills and socialization processes interact with one another and form the developmental culture of the individual. Since each developmental culture has its own distinct patterns, students will acquire the knowledge of assessing and evaluating various aspect of development, while considering the cultural uniqueness and social assimilation factors.
3. The students will learn to appreciate the individual differences in light of both biological as well as social/cultural factors. Particularly, regarding issues associated with human learning and cognition that directly impacts the students academic performance, students will develop appreciation for students with all levels of abilities as well as disabilities. Students will gain knowledge of how to strengthen the students academics and learning abilities by maximizing the adaptability of the material and procedures to suit the needs, culture, and abilities of the students.
5. Our students will have knowledge and appreciation for individual difference, abilities as well as disabilities. They will also have the knowledge of factors influencing the students diversity. They will acquire the skills to identify potential influencing factors such as biological, social, cultural ethnics, gender, socioeconomics, as well as linguistics. Additionally, our students will demonstrate the sensitivity and skills needed to work with individuals of divers backgrounds. Students will demonstrate skills that will enhance adaptive strategies and provides appreciation for the growth and strengthening the individual differences.
6. The students will obtain a new understanding of theoretical as well as applied psychology as it relates to various stages of human development including infancy, childhood and adolescence. However, they will demonstrate abilities and appreciations for the role that culture, family, ethnicity and language plays in manifestation of these stages of development.
7. Students will gain knowledge of general education as well special education and other related services. They will have the opportunity for working with preschools and school programs to appreciate the operation of these entities as a system. They will become familiar with the ways in which policy and other protective factors influence the practices in and out of classrooms.

8. The students will have knowledge of culturally normative human development and psychopathological manifestations that are biologically, socially, and culturally influencing human behavior. The students will acquire the necessary knowledge to for developing preventive and as well as intervention strategies at all level of children and adolescents mental health program.
9. Our students will have knowledge of family system. They will learn about how the families' influence their children growth. The students will learn the necessity in involving the families in all aspects of the students development. They will learn various techniques and methods for making sure that their prevention and or intervention protocols leave a significant role for the families to play. They will learn how to increase the family involvement and reduce their isolation and passive approaches that may be elicited socially, culturally and biologically.
10. Our students will have knowledge regarding the ethical rules and regulations in the field of child and adolescents development. Specifically, the ethical issues related to special education needs, child abuse and neglect, as well as other applicable standards.

3. OUTLINE OF COURSE CONTENT

1. Background and theoretical scope of human developmental psychology. Identification of the factors influencing human development. Identification of cultural and social preference in promoting and prioritizing the role and significance of the developmental factors.
2. Methodological and measurement issues of human development. The tools as well as the theoretical biases behind use of theses tools.
3. Genetics and biological issues of human development. The role of biology and its interaction with cultural and social boundaries of human development and visa versa.
4. Prenatal influences: genetics, social ecological factors of the parents including maternal and paternal roles and disorders.
5. Infant as a social being: biological factors, social/emotional development, cultural and social influences, cognitive development, early signs of abnormalities, prerequisites of healthy infancy, and cultural diversities and infant development.
6. Childhood development: Biological determinants of human development, psychological issues including social and cultural influencing factors, cognitive development, school related issues, culture and school systems, diversity and friendship.
7. Adolescent development: A social/cultural model of development, social and emotional adjustments, biological and physiological influences, risk factors in adolescent society, cognitive development, social and cultural factors influencing adolescent development.
8. Diversity and appreciation of cultural differences.

Required Reading Material:

- Elkind, D. (1997). All Grownup and No Place to Go: Teenage in Crisis (1997). Addison Wesley Publication.
- Weissbourd, R. (1996). The Vulnerable Child: What Really Hurts American Children and What Can We Do About It. Addison Wesley Publication.
- Gartrell, D. (1998). A Guiding Approach for the Encouraging Classroom. Delmar Publications.
- Keniston, A. (1998). Perspectives: Life Span Development. Coursewise Publications.
- Campbell, A and Muncer, S (1998). The Social Child Psychological Press.
- Cowen, N (1997) The development of memory in childhood. Psychological Press.
- Hala, S. (1997). The development of Social Cognition. Psychological Press
- Beaty, J (1999) Prosocial Guidance for the Preschool Child. Merrill/ Prentice Hall

Prepared by: Dr. J. Stephen Mansfield
Course Number: Psychology 520

Date of Dept. Approval: March 11, 2003
Course Title: Learning and Cognition

1. **COURSE DESCRIPTION**

This course involves the study of the basic human learning processes, and cognitive and academic skills. Emphasis is on the relevance of recent research and theoretical developments in cognitive psychology to instructional settings, and on appreciating diversity in learning and cognitive abilities. This course will build a foundation of knowledge that will enable students to later develop and evaluate appropriate cognitive and academic goals for students with different abilities, disabilities, strengths and needs. Topics include theories of learning, attention, memory, problem solving, reasoning, metacognition, social cognitive theory, attribution theory, and experimental paradigms for the study of cognition and learning.

Prerequisites: 9 hours in psychology
Credit hours: 3
Contact hours: 3

2. **OBJECTIVES**

1. Students will gain an understanding of theories of learning: operant conditioning, social cognitive theory, attribution theory.
2. Students will gain an understanding of basic cognitive abilities: theories of attention, memory, models for the organization, encoding, and retrieval of information in long-term memory, and how these processes relate to effective instruction.
3. Students will gain an understanding of higher cognitive abilities: problem solving, domain specific learning (math, reading, language), reasoning, and metacognition, and how these processes relate to effective instruction.
4. Students will be able to critically evaluate current research in learning and cognition.

3. **OUTLINE OF COURSE CONTENT**

1. The study of learning
2. Cognitive psychology
3. Acquisition of domain specific knowledge
4. Motivation, metacognition

Possible text:

Bruning, R. H., Schraw, G. J., and Ronning, R. R. (1999). Cognitive psychology and instruction. 3rd Edition. Upper Saddle River, NJ: Prentice Hall.

Prepared by: Dr. Jeanne Ryan
Course Number: Psychology 531

Date of Dept. Approval: 3/03/03
Course Title: Neuropsychology

1. COURSE DESCRIPTION

A course in the School Psychology Graduate Program which focuses on the neural basis of behavior. Both theoretically-based and empirically-based principles of the brain-behavior relationship as they apply throughout the life span are covered. Measurement of the brain-behavior relationship and the development of ecologically-based treatments are included.

Prerequisites: Graduate Majors Only

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. To understand various neuropsychological models and methods of assessment in order to identify strengths and needs of children and to understand problems that interfere with learning.
2. To learn collaborative and consultative approaches within the context of the neuropsychological evaluation.
3. To understand neurocognitive contributions to learning and to establish and implement interventions for instructional and consultative purposes.
4. To understand the brain-behavior relationship from the prenatal period through late adolescence within the context of typical and atypical development.
5. To understand neurodevelopment, the interaction of neurodevelopment with familial and socio-environmental issues, and the manner in which this interaction affects the child's ability to negotiate the demands of his/her world.
6. To understand diversity within the context of neurodevelopment and to recognize as well as experience the manifestation of diverse characteristics as it relates to neuropsychological functioning.
7. To learn to access empirically based information on neurological and neuropsychological disorders in order to understand diverse populations, applicable interventions, and to remain current in the field.

3. OUTLINE OF COURSE CONTENT

1. Overview of the Nervous System: functional neuroanatomy, neurotransmission, basic psychopharmacology.
2. Development of the nervous system: normal development, congenital abnormalities, genetically-based disorders and the effects of acquired injury.
3. Measurement of neuropsychological functioning: executive function, language, memory, perceptual, motor, sensorimotor and affective components.
4. Treatment Planning: development of ecologically-based strategies to address neuropsychological strengths and weaknesses.
5. Collaborative participation in neuropsychological evaluations and subsequent interventions that focus on children with diverse neurocognitive, educational and social-emotional needs within the context of the school, family, environment and community.
6. Consultation with families and schools as appropriate to the needs of the child.

Readings

- Gualtieri, C. T. (2002). *Brain Injury and Mental Retardation: Psychopharmacology and Neuropsychiatry*. Philadelphia, PA: Lippincott, Williams & Wilkins *Neuropsychiatry*. Philadelphia, PA: Lippincott, Williams & Wilkins
- Mash, E. J. & Barkley, A. (1996). *Child Psychopathology*. New York: Guilford Press.
- Spreen, O., Risser, A. H., & Edgell, D. (1995). *Developmental Neuropsychology*. New York: Oxford University Press.
- Spreen, O. & Strauss, E. (1998). *A Compendium of Neuropsychological Tests, 2nd Edition*. New York: Oxford University Press.
- Teeter, A.T. & Semrud-Clikeman, M. (1997). *Child Neuropsychology*. Boston, MA: Allyn & Bacon.
- Toates, F. (2001). *Biological Psychology, An Integrative Approach*. Essex, England: Prentice Hall.
- Walker, C. E. & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology, 3rd Edition*. New York: John Wiley & Sons, Inc.
- WISC-III- Process Instrument, Manual

Prepared by: Dr. Dale R. Phillips
Course Number: Psychology 543

Date of Dept. Approval: March 11, 2003
Course Title: Learning Disabilities

1. COURSE DESCRIPTION

A comprehensive, applied course in the theories and research involving learning disabilities. The course has as its focus the Federal Regulations concerning children with handicapping conditions (IDEA, ADA) as well as New York state regulations (Part 200). The class is taught from the psychoeducational perspective and includes discussion of alternative service delivery systems and procedures for selecting appropriate environments for students who are learning disabled. Readings, lectures, case law, and case studies lead to knowledge of clinical differentiation based on current research on learning disabilities.

Prerequisites: Psy 544 - Intellectual Assessment.

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

The student will be able to:

1. Identify data based criteria necessary to classify a student as learning disabled.
2. Discuss issues and problems related to the definition of learning disabilities and classification of persons as learning disabled.
3. Describe and discuss the various theoretical perspectives on etiologies of, characteristics, and interventions for learning disabilities.
4. Select, describe, and justify specific strategies for students with specific learning disabilities.
5. Describe the effect of cultural and minority status in the identification and placement of students in classes for learning disabilities.
6. Recognize and describe the various areas of social and emotional problems associated with learning disabilities.
7. Become familiar with models of consultation and collaboration within schools to address the challenges of people with learning disabilities.

3. OUTLINE OF COURSE CONTENT

1. Why Kids Fail--Learning disability in schools
2. Definitions of Handicapping Conditions based on:
 - A. IDEA
 - B. ADA
 - C. NY Part 200
 - D. Section 504
3. Processing Disorders
 - A. Nature of the disorders
 - B. Exclusions
 - C. Visual, Hearing, Motor disabilities
 - D. Mental retardation-intellectual challenge
 - E. Emotional disturbance
 - F. Speech-language impairments
 - G. Developmental problems

4. Other Selected Categories
 - A. Serious emotional disturbance
 - B. Attention Deficit Hyperactivity Disorder
5. Determining SLD
6. Reading Disabilities
7. Continuum of Services
 - A. Placement
 - B. Least restrictive environment

Possible Texts:

Willis, J. O., & Dumont, R. P. (1998). Guide to the identification of learning disabilities: 1998 New York State Edition. Acton, MA: Copley Custom Publishing Group.

Prepared by: Dr. Dale R. Phillips
Course Number: Psychology 544

Date of Dept. Approval: March 11, 2003
Course Title: Intellectual Assessment

1. COURSE DESCRIPTION

Intellectual assessment is designed to provide students with an in-depth knowledge of the process of cognitive assessment, including administration, scoring, and interpretation of intellectual ability tests. Students will become familiar with the use of data based assessment skills that can be transferred for use with other tests. Similarities and differences, as well as pros and cons of tests will be discussed.

Prerequisites: Graduate Majors only.

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

At the completion of the course, the participants will have:

1. gained an understanding of the history, theories, and issues in the areas of intelligence and intellectual assessment.
2. acquired proficiency in the administration, scoring, and interpretation of a major intellectual test.
3. gained an understanding of the uses, strengths, and limitations of norm-references tests.
4. gained skill in writing comprehensive reports based upon an individual's cognitive functioning.
5. gained an understanding of various approaches to the interpretation of IQ test results, with special emphasis on the use of statistical and computer based scoring programs.
6. gained an understanding of the issues and challenges involved in the testing of culturally diverse populations.

3. OUTLINE OF COURSE CONTENT

1. Norms and statistics
2. History of intelligence testing
3. Administration of tests
4. Intelligence as a construct (Gf-Gc Theory)
5. Interpretation
 - A. Profile analysis
 - B. Greater distance theory
 - C. Significant differences
6. Alternative intelligence testing
7. Assessment of special populations

Possible Texts:

Flanagan, D., Genshaft, J. L., & Harrison, P.L. (1997). Contemporary Intellectual Assessment. New York: Guilford Press.

Prepared by: Dr. Dale R. Phillips
Course Number: Psychology 545

Date of Dept. Approval: March 11, 2003
Course Title: Socio-Emotional Assessment

1. COURSE DESCRIPTION

Psychology 545 is designed to provide students with exposure to a variety of methods in socio-emotional assessment. The course will emphasize "best practices"* in the assessment and diagnosis of childhood and adolescent behavior disorders. Students will develop skill in the administration, scoring, interpretation, and report writing of select measures.

Prerequisites: Graduate Majors only.

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. Students will utilize a socio-emotional assessment model which follows “best practices” in school psychology. Proficiency in the selection of an assessment battery includes the ability to critically examine assessment measures.
2. Students will exhibit skill in the administration, scoring, and interpretation of common socio-emotional assessment instruments.
3. Students will develop a knowledge base of frequently encountered behavior disorders in children and adolescents.
4. Students will demonstrate skill in writing socio-emotional assessment reports.
5. Students will appreciate social and cultural influences on the assessment process.
6. Students will become more familiar with the statistical basis of standardized tests and the use of data based decision making in clinical contexts.
7. Students will become aware to the importance of the assessment process in collaboration and consultation with other professionals.
8. Students will receive training in the use of assessment practices in the crisis intervention of children at risk.

3. OUTLINE OF COURSE CONTENT

1. Approaches to Assessment
 - A. Models of assessment
 - B. Report writing
 - C. Legal and ethical issues
2. Assessment Devices
 - A. Interview
 - B. Observation
 - C. Rating scales
 - D. Inventories
 - E. Drawings
 - F. Thematics
 - G. Self-concept
 - H. Family assessment

3. Assessment Methods for Specific Disorders
 - A. Behavior disorders
 - B. Social/Emotional disorders
 - C. Developmental and health related disorders
 - D. Problems of adolescence
 - E. Children at risk

Possible Texts:

Mash, E. J. & Terdal, L.G. (Eds.). (1997). Assessment of childhood disorders (3rd Edition). New York: Guilford Press.

Supplemental readings will be selected from relevant journals, such as Journal of Applied Behavior Analysis, Psychology in the Schools, School Psychology Review, Journal of School Psychology, and School Psychology Quarterly.

*Thomas, A., & Grimes, J. (Eds.) (1995). *Best Practices in School Psychology III*, Maryland: NASP.

Prepared by: Dr. Dale R. Phillips
Course Number: Psychology 546

Date of Dept. Approval: March 11, 2003
Course Title: Child/Adolescent Psychopathology

1. COURSE DESCRIPTION

This course is designed to provide a foundation of knowledge regarding psychopathology and exceptionality. Emphasis is placed on the biological and social aspects of child psychopathology and on developing expertise in the area as needed for work as a school psychologist. Students will understand the defining characteristics of specific disorders as well as develop skill in the identification and treatment of these disorders.

Prerequisites: Graduate majors only.

Credit hours: 3

Contact Hours: 3

2. OBJECTIVES

1. Students will gain understanding of the definition, etiology, and symptomatology of specific areas of psychopathology and exceptionality, particularly those most common to children.
2. Students will acquire knowledge regarding methods of data based and anecdotal identification of psychopathology and exceptionality.
3. Students will develop research and analysis skills to guide the selection and implementation of treatments for various childhood disorders.
4. Students will learn various perspectives on the nature of psychopathology and exceptionality, including multicultural viewpoints.
5. Students will become familiar with both categorical (DSM) and dimensional models of psychopathology.
6. Students will become familiar with the roles of family, school, and other professionals in collaboration and consultation in meeting the needs of exceptional populations.

3. OUTLINE OF COURSE CONTENT

1. Normal vs. Abnormal Development
2. Theories/Causes of Abnormal Development
3. Behavior Disorders
4. Social/Emotional Disorders
5. Developmental and Health-Related Disorders
6. Problems of Adolescence
7. Children at Risk
8. Diversity and exceptionality
9. Consultation and collaboration

Possible Texts:

Mash, E. J. & Terdal, L. G. (Eds.). (1997). Assessment of childhood disorders (3rd Edition). New York: Guilford Press.

Supplemental readings will be selected from relevant journals, such as Journal of Applied Behavior Analysis, Psychology in the Schools, School Psychology Review, Journal of School Psychology, and School Psychology Quarterly.

Prepared by: Dr. Dale R. Phillips
Course Number: Psychology 550

Date of Dept. Approval: March 11, 2003
Course Title: Consultation and Intervention I

1. COURSE DESCRIPTION

Psychology 550 is the first in a two semester course sequence designed to provide a foundation of skills in the areas of behavioral consultation and academic and behavioral interventions. Students will build knowledge about and practice using the stages of behavioral consultation. This includes understanding of operationalizing a problem and defining goals, functional assessment, and evaluating outcomes.

Prerequisites: Graduate majors only.

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. Students will demonstrate familiarity with the stages of behavioral consultation.
2. Students will effectively use data based behavioral consultation to develop school and home based interventions.
3. Students will select and evaluate interventions using “best practices”* in school psychology.
4. Students will appreciate social and cultural influences on the consultation process.
5. Students will access resources (i.e., research-based and applied) to increase their knowledge about interventions.
6. Students will develop a repertoire of general classroom interventions.
7. Students will learn various academic and behavioral progress monitoring procedures, with emphasis on dynamic assessment.

3. OUTLINE OF COURSE CONTENT

1. Overview of the Behavioral Consultation Model
 - A. Systems entry issues
 - B. Problem solving
 - C. Social power and interpersonal influence
 - D. Support and development
2. Stages of Behavioral Consultation
 - A. Problem identification
 - B. Data collection
 - C. Problem analysis
 - D. Treatment implementation
 - D. Problem evaluation
 - E. Diversity and behavioral consultation
3. Selecting and Evaluating Interventions
 - A. Functional behavior assessment
 - B. Writing goals (and objectives) and behavior management plans
 - C. Academic and behavioral monitoring techniques

4. General Classroom Interventions
 - A. Proactive classroom management
 - B. Peer tutoring
 - C. Self-monitoring
 - D. Study skills
 - F. Computer assisted instruction
 - G. Diversity and the general classroom

Possible Texts:

Erchul, W. P. & Martens, B. K. (1997). School consultation: Conceptual and empirical bases of practice. New York, NY: Plenum Press.

Kratochwill, T. R. & Bergan, J. R. (1993). Behavioral consultation in applied settings: An individual guide. New York, NY : Plenum Press.

Sheridan, S. M., Kratochwill, T. R., & Bergan, J. R. (1996). Conjoint behavioral consultation: A procedural manual. New York: Plenum Press.

Stoner, G., Shinn, M. R., & Walker, H. M. (1991). Interventions for achievement and behavior problems. Silver Spring, MD: National Association of School Psychologists.

Supplemental readings will be selected from relevant journals, such as Journal of Applied Behavior Analysis, Psychology in the Schools, School Psychology Review, Journal of School Psychology, and School Psychology Quarterly.

*Thomas, A., & Grimes, J. (Eds.) (1995). *Best Practices in School Psychology III*, Maryland: NASP.

Prepared by: Dr. Dale R. Phillips
Course Number: Psychology 551

Date of Dept. Approval: March 11, 2003
Course Title: Consultation and Intervention II

1. COURSE DESCRIPTION

Psychology 551 is the second in a two semester course sequence designed to provide a foundation of skills in areas of behavioral consultation and academic and behavioral interventions. Students apply skills learned about school consultation in psychology 550 through work with intervention cases. Students will develop a repertoire of behavioral and academic intervention skills.

Prerequisites: PSY 550 - Consultation and Intervention I

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. Students will effectively use data based behavioral consultation to select, implement, and evaluate school and home based interventions with sensitivity to the socio-cultural milieu.
2. Students will develop a thorough understanding of the principles of applied behavior analysis.
3. Students will understand the process of academic skill mastery, and will use that knowledge in developing a repertoire of academic interventions.
4. Students will demonstrate ability to access intervention research articles on specific behavioral topics, and analyze/integrate the information in oral and written format.
5. Students will become familiar with guidelines for preparing a poster presentation through individual poster projects related to school consultation and intervention.
6. Students will become aware of the importance of applied behavioral analysis techniques in the prevention and mitigation of further mental health problems.
7. Students will become familiar with the importance of effective consultation and collaboration with school personnel, families, and other professionals in the delivery of behavioral interventions.

3. OUTLINE OF COURSE CONTENT

1. Review of Behavioral Consultation
 - A. Stages of behavioral consultation
 - B. Consultation and collaboration
 - C. Behavioral interventions and families
2. Academic Interventions
 - A. The instructional hierarchy
 - B. Reading
 - C. Math
 - D. Writing and Spelling
 - E. Diversity in academic environments
3. Behavioral Interventions
 - A. Overview of applied behavior analysis
 - B. Self-management

- C. Using peers to facilitate change
- D. Manipulating reinforcers (differential reinforcement, extinction, response cost)
- E. Time-out
- F. Aversive techniques to reduce inappropriate behavior
- F. Contracts and token economies
- G. Diversity and behavioral interventions

Possible Texts:

Stoner, G., Shinn, M.R., & Walker, H.M. (1991). Interventions for achievement and behavior problems. Silver Spring, MD: National Association of School Psychologists.

Wolery, M., Bailey, D.B., & Sugai, G.M. (1988). Effective teaching: Principles and procedures of applied behavior analysis with exceptional students. Needham, MA: Allyn & Bacon, Inc.

Supplemental readings will be selected from relevant journals, such as Journal of Applied Behavior Analysis, Psychology in the Schools, School Psychology Review, Journal of School Psychology, and School Psychology Quarterly.

Prepared by: Dr. Dale R. Phillips
Course Number: Psychology 552

Date of Dept. Approval: March 11, 2003
Course Title: Counseling and Crisis Intervention in Schools

1. COURSE DESCRIPTION

This course emphasizes the development of skills in individual and group counseling, and crisis intervention as relevant to the school setting. Direct application of these skills will occur through work in the classroom and school setting.

Prerequisites: Graduate majors only.

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. Students will gain knowledge about individual and group counseling techniques, including counseling from a multicultural perspective.
2. Students will directly apply knowledge about counseling to cases in the school and clinic settings.
3. Students will develop competency as facilitators of conflict resolution.
4. Students will develop a variety of counseling strategies for teaching social and behavioral skills, such as teaching prosocial competencies.
5. Students will become familiar with crisis intervention techniques.
6. Students will be sensitive to the role of families in the delivery of counseling services to children.
7. Students will become aware of the importance of effective consultation and collaboration with families, schools, and other professionals in the delivery of counseling services to children.
8. Students will develop proficiency in basic crisis intervention models and techniques.

3. OUTLINE OF COURSE CONTENT

1. Basic Principles of Counseling in School Settings
 - A. Theoretical viewpoints on counseling
 - B. Process of counseling
 - C. Legal and ethical issues of school counseling
 - D. Diversity and counselling
2. Techniques in School Counseling
 - A. Individual
 - B. Group
 - C. Social and behavioral skills training
 - D. Consultation and collaboration
 - E. Families
3. Crisis Intervention
 - A. Proactive strategies
 - B. Reactive Strategies

Possible Texts:

Ehly, S. & Dustin, R. (1989). Individual and group counseling in schools. New York: Guilford Press.

Goldstein, A.P. (1988). The prepare curriculum: Teaching prosocial competencies. Champaign, IL: Research Press.

Schrumpf, F., Crawford, D.K., & Bodine, R.J. (1997). Peer mediation: Conflict resolution in schools (revised edition). Champaign, IL: Research Press.

Supplemental readings will be selected from relevant journals, such as Journal of Applied Behavior Analysis, Psychology in the Schools, School Psychology Review, Journal of School Psychology, and School Psychology Quarterly.

Prepared by: Dr. William Gaeddert
Course Number: Psychology 581

Date of Dept. Approval: 10/05/99
Course Title: Research Methods

1. COURSE DESCRIPTION

Design, statistical analysis, and interpretation of research in applied settings. Includes quasi-experimental design, program evaluation, and qualitative research.

Prerequisites: Course work in statistics and research design.

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. In order to become critical consumers of research, and to enhance their skills in data-based decision making, students will:
 - a. understand the importance of linking observations through inferences
 - b. understand pitfalls in linking observations through inferences
 - c. appreciate the importance of evaluating the outcomes of interventions
2. In order to prepare students to design and implement evaluations of interventions, they will:
 - a. learn the process of research in applied settings
 - b. be able to design an effective empirical study to evaluate the outcomes of an intervention
 - c. understand and be able to use statistical methods associated with evaluating the outcomes of interventions

3. OUTLINE OF COURSE CONTENT

1. Basic Principles
 - a. the generation and evaluation of knowledge using scientific methods
 - b. Ethical conduct of research
 - c. reliability and validity in the context of research design
 - d. measurement in the context of research design, with attention to special considerations for diverse populations
 - e. variability and the need for statistical analysis
2. Quasi-experimental design
 - a. independent and dependent variables, and control in quasi-experiments
 - b. internal, external, and ecological validity
 - c. causality and threats to the internal validity of quasi-experimental designs
 - d. quasi-experimental designs (e.g., Solomon four group design, interrupted time series design)
 - e. use and interpretation of statistics (e.g., mixed model ANOVA) in quasi-experimental design
 - f. interpretation and application of results of analyses used in quasi-experimental design
3. Descriptive research
 - a. survey/questionnaire development
 - i. format, question type, and sensitivity to diverse populations
 - ii. delivery options
 - b. interview development
 - i. format, question type, and sensitivity to diverse populations
 - ii. delivery options
 - c. field and observational research--note linkages to other courses in the curriculum

4. Qualitative research
 - a. data collection and procedures for content analysis
 - b. data collection and procedures for qualitative field research
 - i. ethical issues
 - ii. sensitivity to diverse populations
5. Application of research methods to Program Evaluation
 - a. needs analysis
 - b. summative and formative evaluations
 - c. design of outcome evaluation research
 - i. use of quasi-experimental designs
 - ii. use of descriptive research designs
 - iii. use of qualitative research
 - d. use and interpretation of statistics used in program evaluation
 - e. interpretation and application of results of analyses used in program evaluation

POSSIBLE TEXTS AND READINGS:

- Judd, C.M., Smith, E.R., & Kidder, L.H. (1991). *Research Methods in Social Relations*. Fort Worth: Harcourt Brace.
- Shadish, W.R., Cook, T.D., & Campbell, D.T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin.
- Sullivan, T.J. (2001). *Methods of Social Research*. Fort Worth: Harcourt Brace.

Student selected articles related to the topic of their research proposals.

Prepared by: Dr. Dale R. Phillips
Course Number: Psychology 589

Date of Dept. Approval: March 11, 2003
Course Title: Advanced School Psychology Practicum

1. COURSE DESCRIPTION

This course is designed to provide opportunity to apply skills learned in course work that semester. As in Psychology 597, students continue to work individually and in teams in local schools and the university Psychoeducational Clinic in a variety of capacities, including psychoeducational assessments and interventions, school-based programs, and counseling. In addition, students are expected to take a more active role in each capacity.

Prerequisites: School psychology graduate majors only.

Credit Hours: 3

Contact Hours: 3

2. OBJECTIVES

1. Students will continue to acquire direct experience with a wide variety of issues in school psychology utilizing the scientist practitioner model.
2. Students will be active participants in school functioning, assuming greater roles relevant to the school psychologist.
3. Students will master skills in test administration, interpretation, report writing, and communication of results to clients, parents, and/or school personnel.
4. Students will continue acquiring and utilizing counseling skills.
5. Students will continue to have exposure to and involvement in a number of primary, secondary, and tertiary prevention programs found in local schools.
6. Students will continue to develop skills in the delivery of services to diverse populations.
7. Students will continue developing competency in all areas relevant to the school psychologist.

3. OUTLINE OF COURSE CONTENT

Students will maintain on-going caseloads in the areas described above, with experience in all of the areas by the end of the program. In addition to the requirements of Psychology 597, students will spend at least one additional day per week in the school setting. Direct group supervision will occur during weekly meetings, with individual site and university supervision occurring on a regular basis.

Semester Three – Fall

In this practicum, the emphasis should be on the assessment and intervention with high incidence behaviorally challenged children and low incidence children. The students should design and deliver a cognitive/behavioral intervention program for children exhibiting symptoms of high-incidence disorders such as ODD, CD, or AD/HD-HI. The intervention should include a pretreatment assessment with the treatment tailored to meet the needs identified in the assessment. The effectiveness of the program should be quantitatively and qualitatively assessed and reported in a major paper. Time in the Neuropsychology Clinic and with the autistic children will offer experience with children with more intensive and specialized assessment and treatment needs.

Semester Four – Spring

This is their advanced school psychology placement. As such, they should be exposed to a complete milieu of what it is to be a school psychologist. They should be involved with all of the activities articulated above, but also become very familiar with the current laws governing practice, attend at least one professional conference, and become involved in the training of a paraprofessional staff. The major paper should involve a formal and high quality program evaluation of a current

intervention activity offered by a school. The paper should include a comprehensive review of the literature, the use of quantitative and qualitative assessment instruments, and a discussion of results. There will also be a continuation of training in the Neuropsychology clinic, including a complete assessment and intervention.

Possible Texts:

Supplemental readings will be selected from relevant journals, such as Journal of Applied Behavior Analysis, Psychology in the Schools, School Psychology Review, Journal of School Psychology, and School Psychology Quarterly.

Prepared by: Drs. Dale R. Phillips and William Gaeddert
Course Number: Psychology 590

Date of Dept. Approval: March 11, 2003
Course Title: Internship

1. COURSE DESCRIPTION

The internship is designed to advance the graduate student's professional skill through full-time placement in the schools. Under the direct supervision of an on-site state or nationally certified School Psychologist, the Intern will complete assignments which encompass the full range of school psychologist leadership and functioning in schools. The Internship is the culmination of classroom and field experience from the first three semesters, and will prepare the graduate student for employment in a school setting upon graduation.

Prerequisites: Satisfactory completion of all program requirements (with the exception of psychology 504-Master's Thesis) and a State Education Department Internship Certificate.

Credit Hours: 3-9

Contact Hours: Approximately 40 clock hours in field work weekly. Contact hours shall amount to a total of 1200 clock hours; a minimum of 600 hours shall occur in a school setting.

2. OBJECTIVES

1. The Intern will become acquainted with the policies and procedures of the school district, the school as a system, with emphasis on the roles and functions of a school psychologist.
2. The Intern will gain additional skills in collecting information about the students: interviewing, observing behavior, testing, reviewing records, consulting with specialists from other disciplines.
3. The Intern will refine written and oral reporting skills to provide information to the student, parent, staff and professionals beyond the field setting.
4. The Intern will increase interpersonal and communication skills needed for assessment, counseling, and consultation.
5. The Intern will be able to plan and implement appropriate assessment and intervention for an individual student or a group of students and to consult with proper resources.
6. The Intern will be able to design and implement an information and/or skills program for a particular group in the field setting, e.g., in-service for staff, skills course for students, supportive group around a particular issue.
7. The student will know how to determine the availability of employment in various preferred locations, prepare resumes, contact employers, interview for positions, and request references.
8. The student will demonstrate skill and sensitivity in working with students from diverse populations.

3. OUTLINE OF COURSE CONTENT

The internship is the culmination of the student's classroom and field experience from the first three semesters. The field placement allows the student to perform in the roles as a professional school psychologist. In general, at the beginning, students learn most from having as great an opportunity as possible to observe the psychologist in action in a variety of roles. Observation of other school activity is also invaluable. Over the course of the semester, the student shifts from observer to active participant. Experiences will vary depending on the unique characteristics of the field placements, but all students will have exposure to all domains included in the National Association of School Psychologists standards for school leadership and function as outlined below.

1. data-based decision making and accountability
2. interpersonal communication, collaboration, and consultation
3. effective instruction and development of cognitive/academic skills
4. socialization and development of life competencies in students
5. student diversity in development and learning
6. school structure, organization, and climate
7. prevention, wellness promotion, and crisis intervention
8. home/school/community collaboration
9. research and program evaluation
10. legal, ethical practice, and professional development
11. utilization and familiarity with information technology