ST. JOHN'S UNIVERSITY

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

Master of Science (M.S.)
Program in School Psychology
Student Handbook
2024-2025

Department of Psychology

ST. JOHN'S UNIVERSITY
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I. OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

Accreditation

The School Psychology Master of Science (MS) program is Conditionally Accredited through August 1, 2026, by the National Association of School Psychologists (NASP) and is an approved teacher preparation program by the New York State Education Department, which grants the School Psychologist certification for NY State.

Administrative Structure

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

The Program is headed by a volunteer from the core faculty who agrees to serve as the Director of the MS Program in School Psychology with guidance from the other program faculty, affiliated department faculty, Internship/Externship Field Coordinator, and Chairperson of the Department of Psychology. Additional administrative support is provided primarily by the Administrative Assistant to the School Psychology Program and other support personnel within the Department of Psychology.

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

Additional ad hoc committees are appointed at the discretion of the Program Director to address concerns, may make recommendations, or design programmatic improvements to the MS program.

Graduate Education Planning Committee (GEPC)

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

Program Director/Core School Psychology Faculty

Dr. Marlene Sotelo-Dynega, Associate Professor, sotelodm@stjohns.edu
School neuropsychological assessment, dyslexia, non-discriminatory assessment

Core School Psychology Faculty

Dr. Raymond DiGiuseppe, Professor, digiuser@stjohns.edu
Clinical assessment and treatment of anger problems; The process and outcome of cognitive-behavioral and rational-emotive behavioral therapies

Dr. Dawn P. Flanagan, Professor, flanagad@stjohns.edu
Cognitive assessment, tests and measurement, and diagnosis and treatment of specific learning disabilities.

Dr. Jennifer Mascolo, Fieldwork Coordinator, mascoloj@stjohns.edu

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

Dr. Lauren Moskowitz, Associate Professor, moskowil@stjohns.edu
Interventions for parents of children with autism spectrum disorder (ASD) and developmental disabilities (DD) to address challenging behaviors

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

Dr. Mark Terjesen, Professor, terjesem@stjohns.edu
Rational Emotive-Cognitive Behavior Therapy, issues associated with the assessment and treatment of ADHD, treatment acceptability, sleep problems among youth, use of technology to deliver education-based interventions

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

Dr. Zheng Zhou, Professor, zhouz@stjohns.edu
Cross-cultural research in children's mathematical thinking and reasoning, mathematics curriculum and teaching; basic relational concepts acquisition; school adjustment of Asian-American students

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

The School Psychology Program was founded in the early 1960's on the Queens campus and was the first graduate program in psychology at St. John's University. The program began as a result of an invitation from the New York State Education Department through Rev. John Flynn, C.M., and then President of St. John's University. Shortly afterwards, in 1976, the program evolved into a Ph.D. in Professional Child Psychology and an MS/Certificate Program in School Psychology. During the 1980's, the program was moved from the School of Education to the Department of Psychology of the St. John's College of Arts and Sciences where it remains today. Currently, the Department of Psychology offers a 66-credit Master of Science degree program in School Psychology and a 105-credit Psy.D. in School Psychology, both if which are approved/accredited by the National Association of School Psychologists (NASP). In addition, the School Psychology Psy.D. Program has been accredited by the American Psychological Association (APA) since April of 2007.

B. PROGRAM PHILOSOPHY

The School Psychology Program at St. John's University follows a practitioner-scientist model that is designed to ensure that school psychologists base their professional activities on a scientific understanding of human behavior, lifespan development, and the social and cultural influences of behavior. The mission of this program is to train future psychologists who will apply basic psychological

knowledge to address the needs of children, families, and professionals in general and special educational settings.

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

1. Program Mission

The Master of Science (M.S.; Specialist Level) degree program in School Psychology has been designed to prepare the student for professional practice. In accordance with the Vincentian mission of St. John¹s University and the 11 stated training goals for the Graduate Programs in School Psychology, the M.S. program specifically aims to prepare:

1. School psychologists who can conceptualize psychological problems of children, adolescents, and their families as they relate to functioning within the school environment.
2. School psychologists who can engage in evidence-based assessment, consultation, and who can develop treatment plans and select interventions that are based on these data-driven methods to address the education and mental health needs of children and their families.
3. School psychologists who can review the theoretical and empirical literature on a professional topic and draw conclusions concerning how research will drive professional school-based practice.
4. School psychologists who can gather empirical data to answer professional questions.
5. School psychologists who can engage in professional activities at a level of competence that is consistent with professional standards and aspire to develop their professional practices at a level consistent with the highest ethical principles.
6. School psychologists who can appreciate and consider the diversity of social, cultural, and linguistic experiences that influence human behavior, academic performance, and student development.
7. School psychologists who can deliver or adapt evidence-based educational and mental health services to underserved populations.
8. School psychologists who will be regional, national, and international leaders in the field of school psychology and promote the aforementioned aims throughout their career.

2. Program Goals and Objectives (NASP Model for Comprehensive and Integrated School Psychological Services, 2020)

Domain 1: Data-Based Decision Making

Goal

Students will learn to systematically collect, analyze, and utilize data to inform decision-making and improve student outcomes within a multitiered system of supports.

Objectives:

1. Learn to apply various assessment methods to identify student strengths and needs.
2. Develop skills to create and implement effective interventions, services, and programs based on data.
3. Gain proficiency in measuring and monitoring student progress and outcomes.
4. Utilize a problem-solving framework for all professional activities.

5. Collect data from multiple sources to inform decisions at individual, group, and systems levels.
6. Consider ecological factors such as classroom, family, and community characteristics in assessment and intervention.

Domain 2: Consultation and Collaboration
Goal:
Students will develop the ability to effectively consult, collaborate, and communicate with individuals, families, groups, and systems to promote effective service delivery.

Objectives:
1. Understand and apply varied models and strategies of consultation and collaboration.
2. Learn to promote effective implementation of services through consultation and collaboration.
3. Develop skills in effective communication with stakeholders.
4. Engage in a systematic and comprehensive process of decision-making and problem-solving.
5. Collaborate with others to enhance service delivery.

Domain 3: Academic Interventions and Instructional Supports
Goal:
Students will learn to support the development of academic skills in children through the use of evidence-based assessment, data collection, and instructional strategies.

Objectives:
1. Understand the influences on academic skills, including biological, cultural, and social factors.
2. Apply knowledge of human learning, cognitive, and developmental processes.
3. Implement evidence-based curricula and instructional strategies.
4. Collaborate with others to assess and support academic skill development.
5. Evaluate the effectiveness of academic interventions and supports.

Domain 4: Mental and Behavioral Health Services and Interventions
Goal:
Students will learn to promote mental and behavioral health, resilience, and positive behavior in students through evidence-based strategies and collaborative efforts.

Objectives:
1. Understand the influences on mental and behavioral health, including biological, cultural, developmental, and social factors.
2. Design and implement services that promote social-emotional functioning.
3. Support socialization and adaptive skills in students.
4. Enhance mental and behavioral health through evidence-based interventions.
5. Collaborate with others to evaluate and improve mental and behavioral health services.

Domain 5: School-Wide Practices to Promote Learning
Goal:
Students will learn to create and maintain safe, effective, and supportive learning environments through evidence-based, school-wide practices.

Objectives:
1. Understand systems structures, organization, and theory.
2. Apply knowledge of general and special education programming.

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3. Utilize implementation science to promote learning and positive behavior.
4. Develop and implement school-wide practices that support mental health.
5. Collaborate with school staff to maintain supportive learning environments.

Domain 6: Services to Promote Safe and Supportive Schools
Goal:
Students will learn to enhance learning, mental and behavioral health, and safety through preventive and responsive services.

Objectives:
1. Understand principles and research related to social-emotional well-being and resilience.
2. Identify risk factors in learning and mental and behavioral health.
3. Promote multitiered prevention and health promotion services.
4. Implement evidence-based strategies for creating safe and supportive schools.
5. Engage in effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration
Goal:
Students will learn to foster positive family influences and enhance academic and social-behavioral outcomes through collaboration between families, schools, and community agencies.

Objectives:
1. Understand principles and research related to family systems and cultures.
2. Implement evidence-based strategies to support family influences on learning and mental health.
3. Facilitate family and school partnerships.
4. Collaborate with community agencies to support student outcomes.
5. Design and evaluate services that respond to cultural and contextual factors.

Domain 8: Equitable Practices for Diverse Student Populations
Overarching Goal:
Students will learn to promote effective functioning and equitable practices for diverse student populations through an understanding of individual differences and advocacy for social justice.

Objectives:
1. Understand the impact of diverse characteristics on development and learning.
2. Apply principles and research related to diversity in various contexts.
3. Implement evidence-based strategies to enhance services for diverse populations.
4. Provide professional services that respect diversity and promote equity.
5. Advocate for social justice and equitable educational opportunities.

Domain 9: Research and Evidence-Based Practice
Overarching Goal:
Students will learn to utilize research and evidence-based practices to inform service delivery and improve outcomes at individual, group, and systems levels.

Objectives:
1. Understand research design, statistics, and data collection techniques.
2. Evaluate and apply research findings to practice.
3. Use technology resources for data collection, measurement, and analysis.

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4. Collaborate with others to support effective practices.
5. Interpret data to inform decision-making and program evaluation.

Domain 10: Legal, Ethical, and Professional Practice
Goal:
Students will learn to provide services consistent with ethical, legal, and professional standards and engage in responsive decision-making and collaboration.

Objectives:
1. Understand the history and foundations of school psychology.
2. Apply knowledge of multiple service models and methods.
3. Adhere to ethical, legal, and professional standards.
4. Demonstrate effective interpersonal and professional skills.
5. Commit to social justice, equity, and respect for human diversity in practice.

Programmatic Activities to Achieve Goals and Objectives:

To meet the program's specified goals and objectives, courses, practica, and internship experiences provide the students with varied experiences that allow them to become familiar with the varied roles and functions of the school psychologist.

C. FINANCIAL SUPPORT

The Psychology Department does not manage students' financial aid. Please consult with the Financial Aid Office regarding your financial inquiries.

1. Assistantships and Scholarships

Graduate assistantships are available in both academic and non-academic departments throughout the University. Individual departments may have specific criteria for considering assistants. The applicant should refer to the information from the Graduate Division of St. John's College for more information about these positions.

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

II. POLICY AND PROCEDURES

A. ACADEMIC STANDING

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

Director to arrange an appropriate, corrective course of action. Failure to meet requirements for removal of probation status may be grounds for dismissal from the Program.

B. FULL AND PART-TIME STUDY

Full-time study means enrollment for at least **nine credits** per semester or the equivalent. Equivalent full-time enrollment with fewer than nine credits requires that students complete an internship. In the program's second year, when enrolled in the practicum, students may register for up to fifteen credits: twelve credits of coursework plus three credits of practicum. Students attending part-time should consult the University's bulletin concerning residency requirements and the maximum time allowed to complete the degree. In addition, students are responsible for following course sequences to prevent needing to take courses in a semester when they are not ordinarily offered.

C. REGISTRATION

Students are solely responsible for registering for the correct courses to fulfill their training requirements. If a student must deviate from the proposed course sequence (listed in this handbook) for any reason (e.g., not passing a course with at least the required grade or higher, receiving an incomplete [INC] in a course, failing to take the final exam [ABF], not registering for a required course, etc.) completion of the program may be delayed as registration for any subsequent courses in the next semester sequence will be withheld until a satisfactory passing grade is assigned for the course.

Before each registration period, the Program Director and Program Administrative Assistant will send all students an e-mail with explicit registration instructions, including the courses that need registration. Suppose a student's program has deviated somehow from the proposed study schedule. In that case, that student must contact the Program Director via e-mail specifying which courses they need to take and how they plan on completing the remainder of the required courses before the commencement of the registration period.

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

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

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

D. CONTINUOUS ENROLLMENT

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

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

E. TIME LIMIT

Students must fulfill all requirements within **five (5) years**. Students may request to extend the time for obtaining the MS degree if they are unable to devote their full time to graduate study. Please note that degree credit will not count for courses completed more than five years before the granting of the degree. If a student takes longer than five years to complete the degree, he or she may have to retake courses more than five years old.

F. ATTENDANCE POLICY

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

G. GRADING

For students enrolled in the MS Program in School Psychology, the letter grading system is different than the typical A to F system which students have been accustomed to throughout their educational careers, including undergraduate studies. The Dean's Office of the St. John's College of Liberal Arts and Studies is the authority under which the following letter grade system and associated quality points has been established. The Program faculty cannot assign any grade other than what is listed here:

Grade:	Quality Points:
A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C	2
F*	0

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

***Note: M.S. students must receive a "C" or higher to receive academic credit toward the degree in all courses except for those which require a higher grade and which represent yearlong sequences, including Psy661/662, 711/712, 752/753 (and all similarly numbered bilingual track sections). For these courses, and any others that may be so designated later on, a grade of "B" or higher is required to be considered a pass sufficient for moving on to the next course in the sequence. This means that for these courses, neither a "B-" or a "C" grade is sufficient to meet this requirement. Any student who obtains a grade of B- or lower for the courses so designated will need to repeat the course the following year (unless it is offered before then). In addition, students will not be allowed to enroll or take the next course in the sequence until the prior course has been completed successfully with a satisfactory grade. In addition, other course enrollments may also be affected and will be approved on a case-by-case basis by the Program Director.**

For some courses, students will not be permitted to enroll in them should there be any outstanding incompletes or an unsatisfactory grade for a prerequisite. For example, students will not be permitted to enroll in Psy 715 if they have not passed Psy 661/662. Similarly, students are not permitted to enroll in the 3rd year internship course sequence (Psy752/753) if they have not passed the practicum courses (711/712). And last, any grade of "F" in any course will result in: (1) immediate academic probation by the Dean's Office; and (2) review by the Graduate Education Planning Committee (GEPC) for determination of suspension or termination of the student's program. If a student wishes to formally appeal a grade, they should contact St. John's College to obtain a copy of the Academic Fairness Procedure document. This document outlines the recommended informal and formal routes for students to follow.

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

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

1. INC: Incomplete

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

Individual professors have the discretion to decide if a student can receive an incomplete grade. Students receiving an INC grade may be asked to submit the missing work to the Dean's Office or to the professor directly, or both. The due date for removing incomplete grades appears in the Academic Calendar and has been established by the Office of the Graduate Dean as October 15th (for INC received in the previous Spring semester) and March 15th (for INC received in the previous Fall semester). However, registration

and enrollment for the semester after which an INC was assigned, may be withheld for courses wherein the previous course serves as a prerequisite for the subsequent semester course sequence or is part of a yearlong course sequence. In such cases, until the INC grade has been removed, a student may not be permitted to take or attend certain courses while in the process of resolving and completing an incomplete grade requirements. If a student desires a longer extension period for completing the requirements, they must make a request in writing to the professor who assigned the INC, however, a professor has no obligation to extend the deadline and may deny any such request at their discretion for any reason. Approval for such requests must come first from the professor, to be followed by approval from the Department Chair, and then the Dean's Office. Failure to secure approval for an extension to complete requirements for an INC grade means that the grade will become permanent, and the student must repeat the course if it is a required course for the degree in the program. If a student receives an incomplete in their final semester, they will automatically be removed from the graduation list. Failure to take the final examination does not qualify as a reason for an incomplete grade. This action has a separate grade category (ABF) with different consequences and procedures for completion.

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

2. ABF: Absent/Failure

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

In such cases, the professor may submit the make-up examination to the Dean's Office, and the Dean's Office will administer the examination unless other arrangements are made between the student and the professor. When submitted to the Dean's Office, a student must report to the Dean's Office immediately to determine the schedule for make-up examinations. The Dean's Office sets this date, not the professor. If a student fails to take the make-up examination, the ABF grade will be converted to a grade of F and the course will be failed and must be repeated in its entirety. The final examination must be completed, and a grade must be assigned prior to receiving permission to enroll in the next course sequences and any grade of F will require the student to re-take the course. Furthermore, any grade of F in any course is sufficient grounds for the Program Faculty to consider dismissal of a student and termination from the program.

3. WD: Authorized Withdrawal

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

A course in which WD has been assigned effectively means that the course was never taken by the student and thus does not factor into calculation of the GPA or the student's academic standing. The date of withdrawal is the date the Dean signs the "Change of Status" form, which students can obtain in the Dean's Office. To withdraw from a course, students must have the necessary form signed by the Dean before the final five weeks of class. After that time, a student may not officially withdraw from a course.

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Note that a designation of WD is not the same as an unauthorized or unofficial withdrawal (UW). A course designated as UW means that a student did not drop the course prior to the indicated deadline in the academic calendar or had not received explicit permission from the Dean's Office to do so. Typically, the mark of UW would be assigned to a student who: a) never attended class; b) attended so sporadically that there is no basis for assigning an earned grade; or c) who stopped attending without explanation and for whom there is insufficient basis for assigning an earned grade. The mark of UW does not affect a student's GPA but also does not count as credit toward the degree as it is not a passing grade.

The UW is intended to provide faculty with an option to be used at their discretion that may differentiate reasons for assigning a letter grade vs. no grade. This helps eliminate the ambiguity that results from practices that allow the mark of WD to signify both an official and an unofficial withdrawal and the grade of F to signify both an earned failure and an unofficial withdrawal. Individual faculty are free to determine the circumstances under which the mark of UW is assigned.

4. P/F: Pass/Fail

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

H. FINAL EXAMINATIONS

The University's Academic Calendar will stipulate the final examination schedule. Students unable to sit for a scheduled final examination must contact the Dean's Office before the final exam and provide documentation of reason for absence. The Dean may approve a request for a make-up examination if the student's academic work is acceptable and when the reason for absence is of a serious nature. If a make-up exam is permitted, the student will receive a grade of ABF for the course until the exam is made-up (see the previous section). The grade of ABF will be converted to an F if the student fails to sit for the make-up examination at the scheduled time. Students who choose the ABF grade will pay a fee for the make-up exam. A student who fails to show up for the final exam without prior approval may be assigned a grade of F by the course professor and any grade of F will require the student to re-take the course. Furthermore, any grade of F in any course is sufficient grounds for the Program Faculty to consider dismissal of a student and termination from the program.

I. TRANSFER CREDITS

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

applying for the comprehensive examination.

J. PROGRAM DEGREE REQUIREMENTS

The program requires the satisfactory completion of 66 credits (which includes a five-day per week internship during the third academic year), a comprehensive examination, and the Praxis School Psychologist examination. Upon completion of these requirements, students will be awarded the M.S. in School Psychology (after the third full year). This allows the student to qualify for a provisional New York State School Psychology Certification that authorizes practice as a school psychologist in the school system. This certificate is valid for five years from the date of issuance. With the accumulation of two years of school experience, a permanent certification is issued in the field of pupil personnel services.

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

K. STUDENT WORK POLICY

School psychology students may not do psychological work in an off-campus facility that is not a part of their program requirements, field placement, courses, or university fellowship/assistantship without the approval of the Program Director. Violation of this policy may result in academic discipline. Any questions regarding this policy should be discussed with the Program Director.

L. MALPRACTICE / PROFESSIONAL LIABILITY INSURANCE

As long as you are officially enrolled in the MS program and are in good academic standing, basic liability for your professional work and training as a psychologist, specifically and only for the purposes of completing your degree requirements, is covered by the University's general insurance policy. However, such coverage does not necessarily cover you from any liability that may be assigned to you personally and which may fall outside the scope of the coverage provided by the University. As such, and given the applied nature of the program, students are strongly encouraged to protect themselves against any such claims of personal liability that may arise in the form of a lawsuit. Students should take professional responsibility seriously and consider the purchase of professional liability insurance before beginning the Psy711/711B/712/712B (formerly Psy761/Psy762) school psychology practicum and other such internship training experiences. In this manner, you can protect yourself from malpractice claims and other forms of liability that may arise in the course of your training, and which may fall outside the protections afforded by the University's policy as not everything that you do is necessarily covered for you. Because you can be sued for myriad issues, many of which can be attributed to personal behavior apart from professional practice, professional liability is a necessity for school psychologists, not only upon graduation but also during training. Such policies need to be renewed each year, and updated copies of the current liability insurance certificate should be given to the program administrative assistant as soon as they are issued.

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

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

M. ACADEMIC INTEGRITY

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

Truth, integrity, and credibility are critical and distinctive principles of any educational and research institution. Adherence to these principles is essential for the efficient progress of scientific research and for preserving the trust of the public and the research community. Maintaining accepted standards in research and scholarly conduct based on these principles is highly regarded by the scientific community and is a major responsibility of St. John's University. Consequently, standards and procedures governing scholarly and/or scientific misconduct exist, and violations of these standards and procedures may have potential consequences, including potential dismissal from the program and university.

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

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

In addition, to provide more specific guidance to students writing term papers, the School Psychology Department has adopted a statement on plagiarism written by one of our own faculty members, Dr. Miguel Roig. This statement provides a definition of plagiarism, examples of the various types of plagiarism, and provides teaching exercises to help students develop proper paraphrasing skills. The department's Plagiarism Statement is included in Appendix A.

N. UNIVERSITY POLICY ON HARASSMENT AND DISCRIMINATION

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

Consistent with the University's mission as a Catholic, Vincentian, and metropolitan institution, the University abides by all applicable federal, state, and local laws that prohibit discrimination based on race, religion, color, national or ethnic origin, age, sex, sexual orientation, marital status, citizenship status, disability, genetic predisposition or carrier status, and status in the uniformed services of the United States

in any educational or employment program, policy, or practice of St. John's University. In accordance with these laws, the University also prohibits retaliation against anyone who has complained about discrimination, discrimination-related harassment or otherwise exercised rights guaranteed by these laws.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Guidelines Determining Eligibility for Services:

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

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

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

and/or thinking). The documentation must provide information to support the need for all accommodations requested.

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

Temporary accommodations are considered.

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

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

P. INTERNATIONAL STUDENTS

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

Q. GRIEVANCE POLICY

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

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

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

If the student grievant is dissatisfied with the results of Step 2 (meeting with their faculty advisor or the Program Director), s/he should request a meeting with the Chair of the Psychology Department. If necessary, the Department Chair might schedule a joint meeting with the grievant and the individual with whom the grievance is directed within ten working days.

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

If either party is dissatisfied with the results of Step 4, s/he may appeal in writing to the Dean of St. John's College within ten working days from the date of the Step 4 response. Upon receipt of the appeal, the Dean will schedule a meeting with the grievant and the individual with whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 5 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the student's file.

R. REMEDIATION POLICY: HANDLING & REMEDIATING STUDENT DIFFICULTIES

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

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

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

III. STRUCTURE OF THE SCHOOL PSYCHOLOGY PROGRAM

A. GENERAL TRACK

The curriculum requirements for the general (and bilingual track) of the MS in School Psychology program meet the requirements for the granting of the Pupil Personnel Services (PPS) Credential in School Psychology by the NYS Department of Education. Upon completion of the required course sequence, the Program will notify the State that all educational requirements have been met whereupon

the State will issue the credential. This certification allows individuals to identify as "School Psychologists" and permits employment in any school setting. It does not, however, permit independent practice outside an educational setting and is not equivalent to a psychological license.

SCHEDULE FOR FULL-TIME STUDENTS: MS-GENERAL TRACK

YEAR	FALL	SPRING	SUMMER
1	661: Psychoeducational Assessment (3 credits) 661L: Psychoeducational Assessment Lab (0 Credits) 665: Introduction to School Psychology (3 credits) 666: Interviewing Skills (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) **Semester Total: 12 credits**	662: Psychoeducational Assessment II (3 credits) 662L: Psychoeducational Assessment II Lab (0 credits) 671: Child and Personality Assessment (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) 749: Behavior Therapy (3 credits) **Semester Total: 12 credits**	N/A **Cumulative: 24 credits**
2	603: Statistics for School Psychology I (3 credits) 620: Cognitive Psychology of Academic Learning (3 credits) 627: Cultural Diversity (3 credits) 711/711B: School Psychology Practicum I* 716: Consultation (3 credits) **Semester Total: 15 credits**	623: Developmental Psychology (3 credits) 648: Physiological Psychology (3 credits) 659: Psychological Scaling and Measurement (3 credits) 712/712B: School Psychology Practicum II* 715: Assessment, Diagnosis, & Remediation of Learning Disabilities (3 credits) **Semester Total: 15 credits**	**N/A** **Cumulative: 54 credits**
3	615: Research Methods (3 credits) 752: Internship Seminar I (3 credits) ELECTIVE (3 credits)** **Semester Total: 9 credits**	105: Comprehensive Examination (0 credits) 753: Internship Seminar II (3 credits) **Semester Total: 3 credits**	N/A **Cumulative: 66 credits**

***Prior to the fall of 2021, MS students enrolled in 761/761B and 762/762B**

****General Track MS Students are allotted 1 elective, they can take it during the summer, fall or spring of their 3rd year.**

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B. BILINGUAL TRACK

The curriculum requirements for the bilingual track of the MS in School Psychology program meets the requirements for the Bilingual Certification by the NYS Education Department in the following manner:

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

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

a. Developmental Psychology (PSY624) includes extensive discussion of cross-cultural perspectives in child development.

b. Interviewing and Case Formulation (PSY666) includes readings in counseling and interviewing culturally diverse children.

c. Child and Adolescent Personality Assessment I (PSY671) includes instruction on the use of personality tests and their standardization with African American and Hispanic youth.

d. School Psychology Internship Seminar I (PSY752B) includes instruction on the State Education Department's regulations concerning the assessment and placement of bilingual children.

In addition to providing experience in psychoeducational assessment in a clinic setting, and depending on the availability of cases, Practicum I & II (PSY711B & 712B) seek to provide Bilingual Track students in their second-year practicum, experience in serving bilingual children and their families. These courses are the same ones taken by students in the General Track, however, they are staffed and taught by licensed school psychologists who also possess the Bilingual Education Assessment (BEA) certification from the State of New York and have the qualifications and competency to provide the necessary supervision for such cases involving culturally and linguistically diverse children and families.

Three specific courses (9 credits) are also required for students in the Bilingual Track including: "Psychoeducational Assessment of Culturally and Linguistically Diverse Children" (PSY662B), "Cultural Diversity in Psychological Services" (PSY627), and "Psycholinguistics and the Practice of School Psychology with Bilingual Populations" (PSY729). The latter course, Psy729, replaces one of the three electives within the PsyD program meaning that students in the Bilingual Track have only two electives to choose from. This is the only structural difference between the Bilingual and General Tracks and apart from registration in the "B" designated courses and availability of bilingually certified supervisors, the tracks and degree requirements are identical.

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

language and reading and writing components in the target language. For more information about the New York State Teacher Certification Examinations, including online test registration, study guides, testing schedules, and more, go to: www.nystce.nesinc.com.

Enrollment in the Bilingual Track. Unless already enrolled upon entry into the program, current **s**tudents must obtain approval from the Program Director to switch to the bilingual track. This decision must be made prior to the beginning of the Spring semester of the first year in the program (during Fall of the 1st year). Enrollment in the bilingual track is not contingent upon taking or passing the BEA. Students are expected to take the BEA exam only if they want to receive the bilingual credential in New York State. Those who chose not to take the BEA can still utilize the bilingual, nondiscriminatory training in their practice as school psychologists but may not officially refer to themselves as "bilingual school psychologists" within NYS.

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SCHEDULE FOR FULL-TIME STUDENTS: MS-BILINGUAL TRACK

YEAR	FALL	SPRING	SUMMER
1	661: Psychoeducational Assessment (3 credits) 661L: Psychoeducational Assessment Lab (0 Credits) 665: Introduction to School Psychology (3 credits) 666: Interviewing Skills (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) **Semester Total: 12 credits**	662: Psychoeducational Assessment II (3 credits) 662L: Psychoeducational Assessment II Lab (0 credits) 671: Child and Personality Assessment (3 credits) 726/727: Psychopathology Across the Lifespan I/II (3 credits) 749: Behavior Therapy (3 credits) **Semester Total: 12 credits**	N/A **Cumulative: 24 credits**
2	603: Statistics for School Psychology I (3 credits) 620: Cognitive Psychology of Academic Learning (3 credits) 627: Cultural Diversity (3 credits) 711/711B: School Psychology Practicum I* 716: Consultation (3 credits) **Semester Total: 15 credits**	623: Developmental Psychology (3 credits) 648: Physiological Psychology (3 credits) 659: Psychological Scaling and Measurement (3 credits) 712/712B: School Psychology Practicum II* 715: Assessment, Diagnosis, & Remediation of Learning Disabilities (3 credits) **Semester Total: 15 credits**	**N/A** **Cumulative: 54 credits**
3	615: Research Methods (3 credits) 752B: Internship Seminar I (3 credits) 729: Psycholinguistics (3 credits) **Semester Total: 9 credits**	105: Comprehensive Examination (0 credits) 753: Internship Seminar II (3 credits) **Semester Total: 3 credits**	N/A **Cumulative: 66 credits**

***Prior to the fall of 2021, MS students enrolled in 761/761B and 762/762B**

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C. DESCRIPTION OF REQUIRED COURSES

603 STATISTICAL DESIGN IN RESEARCH
This course is designed to give those students who will be primarily consumers, as opposed to conductors, of research. The course involves both a review of basic concepts in statistics and an introduction to the methods typically used in contemporary research such as analysis of variance, correlation, and regression. By the conclusion of the course, students will have the ability to critically evaluate the results and conclusions communicated in scholarly work in various fields of psychology. Credit: 3 semester hours.

608 STATISTICAL DESIGN IN RESEARCH
This course concentrates on the use of advanced parametric techniques in the statistical design of experiments. Emphasis is placed on the different models of analysis of variance from one-way to split-plot designs. The conceptual framework of the general linear model is emphasized. This course is not required for MS students, however students who wish to apply to the doctoral program may take this course instead of 603, as 608 is a required course for doctoral students. If an MS student opts to take 608 instead of 603, they must also complete 614 in order to receive credit. Credit: 3 semester hours.

614 MULTIVARIATE ANALYSIS FOR PSYCHOLOGICAL RESEARCH
Prerequisite: 608 with grade of "B" or higher (NOTE: a "B-" grade is lower than a "B"). The purpose of this course is to present the student
with a variety of multivariate research designs along with their appropriate statistical techniques which have application in experimental and clinical research settings. Topics include matrix algebra, multiple regression, factor analysis, discriminant analysis, logistic regression, introduction to multivariate analysis of variance, and introduction to path analysis and structural equation modeling. This course is not required for MS students, however students who choose to take 608 instead of 603 must also enroll in 614 in order to receive credit. Credit: 3 semester hours.

615 RESEARCH METHODS IN SCHOOL PSYCHOLOGY
This course is a survey of the research methods and statistical techniques used in the study of children and their development. Special emphasis will be given to the type of research questions asked by the school psychologist (e.g., program evaluation, assessment techniques, etc.). Students are encouraged to take this course during their first or second year in summer session in order to begin dissertation research preparation. Credit: 3 semester hours.

620 COGNITIVE PSYCHOLOGY OF ACADEMIC LEARNING
An examination of the theory, research and application concerning the cognitive processes that underlie children's development of mathematical thinking, reading comprehension and study skills. Principles that underlie the assessment strategies and effective teaching and learning of math and reading are discussed.

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

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

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

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

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

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

662 PSYCHOEDUCATIONAL ASSESSMENT II
Prerequisite: PSY661 with grade of "B" or higher (NOTE: a "B-" grade is lower than a "B"). Advanced issues in administration, scoring, theoretical interpretation, psychometric and qualitative characteristics, and comparative analysis of both contemporary cognitive and academic ability test batteries form the major components of this course. Emphasis will be placed on an integrated approach to assessment, particularly, learning disability determination, report writing, and interpreting data from cognitive and achievement batteries from contemporary theoretical perspectives. Test Fee: $100. Credit: 3 semester hours.

662B PSYCHOEDUCATIONAL ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN
Prerequisite: PSY661 with grade of "B" or higher (NOTE: a "B-" grade is lower than a "B"). Administration, scoring, theoretical interpretation, and psychometric and qualitative comparative analysis of newer cognitive, achievement, and special purpose test batteries - including those available in languages other than English. The use of these tests with bilingual children will be emphasized. Research on the use of standardized tests with culturally and linguistically diverse children will be reviewed and nondiscriminatory assessment strategies will be discussed. Emphasis will be placed on report writing and interpreting cognitive batteries from contemporary theoretical perspectives and the child's cultural and linguistic background. Test Fee: $100. Credit: 3 semester hours.

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

666 INTERVIEWING SKILLS FOR COUNSELING AND CONSULTATION

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

671 CHILD AND ADOLESCENT PERSONALITY ASSESSMENT
Strategies for assessing child and adolescent personality will be explored. Emphasis will be placed on those projective and objective techniques utilized in the field. A practicum (PSY761) will accompany this course. Credit: 3 semester hours. Practicum fee: 3 graduate credits.

711/711B PRACTICUM IN SCHOOL PSYCHOLOGY I
Prerequisite: PSY661, 662 with a grade of B or higher (NOTE: a "B-" grade is lower than a "B"). The school psychology practicum (PSY711/711B, 712/712B) is a year-long (September-May) experience that was designed to allow students enrolled in their 2nd year in the School Psychology Master of Science program to practice and develop their assessment, consultation, and intervention skills in a school setting. Students enrolled in this practicum are supervised at their school-based sites by a designated, certified school psychologist. The practicum sites are local school districts (grades K-12) that have been vetted by the school psychology program. Students enrolled in this practicum will then meet weekly with their cohort and the PSY711/711B/712/712B course instructor to discuss their experiences, present cases, and obtain additional consultation and feedback from their peers and course instructor.

712/712B PRACTICUM IN SCHOOL PSYCHOLOGY II
This course is a continuation of PSY711/711B. The school psychology practicum (PSY711/711B, 712/712B) is a year-long (September-May) experience that was designed to allow students enrolled in their 2nd year in the School Psychology Master of Science program to practice and develop their assessment, consultation, and intervention skills in a school setting. Students enrolled in this practicum are supervised at their school-based sites by a designated, certified school psychologist. The practicum sites are local school districts (grades K-12) that have been vetted by the school psychology program. Students enrolled in this practicum will then meet weekly with their cohort and the PSY711/711B/712/712B course instructor to discuss their experiences, present cases, and obtain additional consultation and feedback from their peers and course instructor.

715 ASSESSMENT, DIAGNOSIS, AND REMEDIATION OF LEARNING DISABILITIES
Prerequisite: PSY661, 662 with grade of "B" or higher (NOTE: a "B-" grade is lower than a "B"). A systematic study of the psychoneurology of learning disorders of children; classification of learning disorders; receptive, expressive, and central disorders of learning; and assessment of diagnostic procedures. Credit: 3 semester hours.

716 PSYCHOEDUCATIONAL CONSULTATION
This course presents essential information about what a school psychologist needs to be an effective consultant and change agent within the school environment. Students are introduced to a variety of topics related to school-based consultation with families, educators, and other personnel within the school system. Programs and interventions used to address the prevention, correction and remediation of existing social-emotional and academic concerns are presented with an emphasis on a behavioral orientation. Students learn about the process of collaborative consultation, the nature and structure of the school system, and the importance of working with family and community members as part of a multidisciplinary service delivery model. Credit: 3 semester hours.

726 PSYCHOPATHOLOGY ACROSS THE LIFESPAN I
An overview of the biological, developmental, socio-cultural, psychodynamic development, and

behavioral determinants of psychopathology in children. Special attention will be given to the relevance of the concepts presented in this course in relation to the work of the school psychologist. Credit: 3 semester hours.

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

729 PSYCHOLINGUISTICS AND THE PRACTICE OF SCHOOL PSYCHOLOGY WITH CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS
This course will provide the student with an understanding of normal language development, second language acquisition, and the problems in delivering school psychological services to bilingual children. Students will be taught to differentiate between language difficulties encountered in acquiring a second language from language "deficits" or disorders. Credit: 3 semester hours.

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

752 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR I: PROFESSIONAL ISSUES
Prerequisites: Completion of PSY762 or 762B. Students with a failing grade or a grade of IN (incomplete), will be dropped from the roster. The ethical standards of the American Psychological Association, the National Association of School Psychologists, and legislative and case law effecting educationally handicapped children will be discussed in detail. Legal issues affecting and impacting the practice of psychology and standards of professional practice will also be presented. The New York State Child Abuse reporting laws and professionals' responsibility under this law will also be presented. Students are assigned to a public or private school providing services for regular education children for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities and discuss the ethical implications of their cases. Credit: 3 semester hours.

752B BILINGUAL SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR I: PROFESSIONAL ISSUES BILINGUAL
Prerequisite: PSY761B & 762B. Students with a failing grade or a grade of IN (incomplete), will be dropped from the roster. Classroom presentations will focus on recent advances in assessment and intervention strategies for working with linguistically diverse children. Topics to be discussed include, models of school psychology service delivery, interviewing, assessment, intervention, and consultation with culturally and linguistically diverse children. Other topics to be covered include, crisis intervention strategies for school psychologists and kindergarten screening programs. The New York State Department of Social Services curriculum on Child Abuse and additional information on the assessment and treatment of abused children will be presented. Students are assigned to a public or private school providing psychological services to regular education bilingual children and/or adolescents for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified

as a school psychologist. Students will make presentations on their field placement activities, discuss the roles and functions of school psychologists, and discuss any ethical and legal issues that arise in each case. Credit: 3 semester hours.

753 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR II: PSYCHOLOGICAL INTERVENTIONS

Prerequisite: PSY752. Classroom presentations will focus on recent advances in assessment and intervention strategies for school psychologists such as, models of service delivery in school psychology, crisis intervention strategies for school psychologists, kindergarten screening programs, and parent, teacher, and organizational consultation. The New York State Department of Social Services' curriculum on Child Abuse and additional information on the assessment and treatment of abused children will be presented. Students are assigned to a public or private school providing psychological services to regular education children and/or adolescents for a minimum of three full days/week. Students will work under the supervision of a psychologist who is licensed and certified as a school psychologist. Students will make presentations on their field placement activities, discuss the roles and functions of school psychologists, and discuss ethical and legal issues that arise in each case. Credit: 3 semester hours.

761 PSYCHOLOGICAL ASSESSMENT PRACTICUM I

Prerequisite: PSY661 and PSY662 with grade of "B" or higher (NOTE: a "B-" grade is lower than a "B"). This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Credit: 3 semester hours.

761B PSYCHOLOGICAL ASSESSMENT PRACTICUM I - BILINGUAL

Prerequisite: PSY661 and PSY662 with grade of "B" or higher (NOTE: a "B-" grade is lower than a "B"). This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of bilingual and mono-lingual children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Credit: 3 semester hours.

762 PSYCHOLOGICAL ASSESSMENT PRACTICUM II

This course is a continuation of 761. It includes both classroom presentations (in a seminar style) and completion of psychological assessments of children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will

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

762B PSYCHOLOGICAL ASSESSMENT PRACTICUM II - BILINGUAL
This course is a continuation of 761B. It includes both classroom presentations (in a seminar style) and completion of psychological assessments of bilingual and mono-lingual children, adolescents, and young adults. The assessments will be conducted at the University's Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Credit: 3 semester hours.

D. ELECTIVES

Electives in the **Psychology Department** include the following:
PSY 606 Perception I
PSY 607 Perception II
PSY 616 Principles of Learning
PSY 619 Multivariate Statistics
PSY 626 Psychology of Women
PSY 631 Psychoanalytic Psychotherapy I
PSY 696 Independent Research
PSY 717 Instructional Assessment and Academic Interventions
PSY 745 Applied Behavior Analysis
PSY 751 Interventions with Developmental Disabilities
PSY 760 Marital and Family Therapy
PSY 772 School Neuropsychological Assessment
PSY 835 Neuropsychological Assessment
PSY 838 Addictive Behavior
PSY 839 Forensic Psychology
PSY 845 Group Therapy
PSY 850 Cognitive Psychotherapies
PSY 861 Psychopharmacology
PSY 862 Independent Study (applicable only to concentration F - Psychological Research)

Students can take electives outside of the psychology department with the approval of the Program Director or their advisor. Any graduate course in the University can be an elective. The core School Psychology Faculty have reviewed the course offerings and recommend that electives outside the Psychology Department be chosen from the following list.

Department of Sociology & Anthropology
SOC 117 Family Violence
SOC 119 Juvenile Delinquency

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SOC 131 Sociology of Youth
SOC 147 Personality, Culture and Society
SOC 150 Sociology of Illness & Health Care
SOC 227 Criminology
SOC 249 Sociological Perspectives on Education

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

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

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

E. COMMUNITY SERVICE COMMITMENTS

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

Students enrolled in one of the graduate programs in School Psychology will complete 30 community service hours in their first year of attendance. Part-time students may do so over the course of two years. Community service activities may be but are not required to be, related to the field of school psychology. Students may not use a current position through which they are employed for community service hours. Students are required to complete a Community Service Program Contract and Log (see Appendix B), keep a copy of each for themselves, and turn a copy of each in to the Program Administrative Assistant.

2. "Brown Bag" Research Presentations

To further provide exposure and conversation about research that is relevant to the field of psychology and the profession of school psychology, the faculty of the St. John's University school psychology program provides regularly scheduled research meetings that are required of all first-year doctoral students. However, MS students are encouraged to attend. Faculty will present their research, research of some of their doctoral students, or discuss an emerging area of research in the field.

F. PSYCHOLOGICAL ASSESSMENT PRACTICA AT LOCAL PUBLIC SCHOOL DISTRICTS

Beginning in the fall of 2021, 2nd year, MS students will engage in a 2-semester practicum in a local public school district focusing on psychological assessment, consultation, and intervention services for school-aged children.

Students enrolled in the practica (PSY711/711B, PSY712/712B) will work closely with their site-based supervisors in all assessment, consultation, and intervention processes. Students are to refer to their individual course syllabi (PSY711/711B, PSY712/712B) for the details of the practicum supervision. An important aspect of this training includes an emphasis on the student's professional growth. Students must always conduct themselves professionally while at their practicum sites and behave in a way that encourages respect.

The practicum-site-based supervisors are school psychologists with relevant experience. Each practicum supervisor has a New York State certification as a School Psychologist, and some are licensed as Psychologists in NY.

G. THIRD-YEAR FIELD PLACEMENTS (SCHOOL PSYCHOLOGY INTERNSHIP)

Prerequisites

Prior to beginning the third-year field placement, students must have completed 54 course credits with a grade of "C" or higher (NOTE: a "C-" grade is lower than a "C") or a grade of "B" or higher (NOTE: a "B-" grade is lower than a "B") where required in all the following courses: PSY603, 620, 659, 661, 662/B, 665, 666, 671, 711/B, 712/B, (formerly 761/761B/762/762B) 726, 727, 715, 716, and 749. In addition, students will not be permitted to begin an internship unless they have received a passing grade in their second-year practica courses (711/712) and have an overall GPA of 3.0. Further, they must not have any INC grades on their record.

Prior to the start of the third-year field placement, students will undergo a clearance process to review the above criteria and establish their eligibility to begin. This process, conducted by the Field Placement Coordinator, typically occurs in June of the 2nd year, once grades are submitted. Students will not be permitted to begin the third-year field placement if they do not meet these criteria. Prior to submitting their *Third-Year Internship/Externship Site Preference Form* (to be distributed by the Field Placement Coordinator), students will be spoken to and asked to sign a "soft clearance" indicating that they are

aware of their program requirements and that they do not presently have and/or anticipate any outstanding program requirements.

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

Students must complete their field placement, PSY752/PSY753, concurrently. The third-year field placement experience is considered an internship by the New York State Teacher's Certification Office, which issues the certificate in School Psychology.

To satisfy the third-year field placement requirements, students must work in a school setting five full days per week for two semesters (September-June), which totals 181 days or 1200 clock hours. All internship hours must be completed by the end of the internship in June to receive a grade for the course and satisfy graduation requirements. If interns have not completed 1200 hours by that date, they will only be eligible to graduate after completion of internship hours. Interns follow the site's academic calendar for the length of the placement, beginning their work in September and continuing through the end of June. Internship sites may be in urban or suburban schools encompassing either elementary (Kindergarten through 5th Grade), middle (6th through 8th Grade), or high (9th through 12th Grade) school levels. Students must have their placement approved by the Program Director or the Field Placement Coordinator. **Once a student has accepted an internship position verbally or in writing, the student may no longer apply or interview for any other internship opportunities. A decision to leave an internship placement is left to the Field Placement Coordinator in consultation with the Program Director. Such a decision can be made only if an alternate placement will educationally benefit the student.** Wherever possible, the effective date of any change of placement will be scheduled to allow for the completion of any outstanding activities/responsibilities as well as appropriate termination/transfer of any existing client caseloads.

Initiation or resignation of any internship/externship without the approval of the Field Placement Coordinator and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program. Students cannot contact an alternate placement or discuss leaving their current placement without first getting the approval of the Field Placement Coordinator and/or the Program Director.

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

Students must complete an internship activity log that documents (a) the precise amount of time spent at the internship site and (b) the types of experiences encountered each day. Currently, students register for and use Time2Track, a web-based activity tracking system. A registration code will be distributed to students by the Program Administrative assistant. On a monthly basis, students must generate and submit a Time2Track report to the Program Administrative assistant which shows the monthly summary for all activities along with signature from the both the supervisor and the student. This is necessary to ensure that the student receives full credit toward the 1200 clock-hour requirement. It is the student's

responsibility to keep this log and to have it signed by the supervisor. Failure to keep the log may result in the student not receiving credit for his or her time and an "incomplete" (IN) in the class. Failure to turn in logs in a timely manner may also result in hours not counting toward the yearly requirement. Submission deadlines are outlined in the *School Psychology Program: Important Due Dates* document published by the Program Director. Additional time spent after school hours in such activities as report writing and attending school meetings also counts as hours toward the requirements for the field placement. When schools are closed for holidays or breaks, students may assign up to 7 hours for work completed on each of these days on their internship logs. Students must assign these hours to log categories that are not dependent upon school being open (i.e., administration, report writing). Students are not allowed to "retroactively" add time to their hour logs without the express written consent of the Fieldwork Placement Coordinator and their supervisor(s). **All students are restricted to a maximum of 45 hours per week.**

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

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

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

During the PSY752/753 course sequence, students discuss legal and ethical issues as well as their placement experiences, including ways in which their school districts deal with typical problems such as crisis intervention, suicidal emergencies, and parents who disagree with CSE recommendations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

H. ANNUAL FEEDBACK

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Each year, the core School Psychology faculty meets to evaluate each student's progress in the program. This is an opportunity to review the students' academic standing, discuss their strengths and areas in which improvement may be required, review their evaluations from practica and externship/internship supervisors, and discuss their overall progress in the program. Students receive written feedback through the Annual Student Progress Report following this meeting. The practica and externship/internship evaluation forms give more specific information about student knowledge and professional skills as compared to the Annual Student Progress Report. The form used for this feedback appears in Appendix H.

I. PRAXIS SCHOOL PSYCHOLOGIST EXAMINATION

The Praxis School Psychologist Examination (5403) is designed for MS (i.e., specialist degree) level candidates wishing to serve as school psychologists in educational settings.

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

•Professional Practices, Practices that Permeate All Aspects of Service and Delivery (approximately 42 items)

•Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) (approximately 32 items)

•System-Level Services (approximately 22 items)

•Foundations of School Psychological Service Delivery (approximately 44 items)

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

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

Successful completion of the Comprehensive Examination for the School Psychology program requires that students pass the Praxis exam as well as the other case study portion of the exam described in Section Q. While the Graduate Division of St. John's College only allows two opportunities to pass the case study portion of the competency examination, there are no limits to how many times the student may take the Praxis examination. However, students will not be able to have a degree granted until successful completion of this requirement. Students are permitted to take the Praxis any time after their 1st year in the program. For conferral of the MS degree, the student must pass the Praxis by April 15th of their 3rd year in the program.

Reporting of results. The student's responsible for ensuring that the school psychology program receives an official complete results report of the Praxis examination. These results will be required for each Praxis attempt.

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

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

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

J. COMPREHENSIVE EXAMINATION

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

Only after the MS degree conferral will a student become eligible to apply for certification as a School Psychologist via the New York State Education Department (and other states). Conferral of the MS degree typically occurs in June of the final year, after the internship has been completed. Students who fail the comprehensive exam will not receive the M.S. degree. Students who fail the comprehensive exam must retake the exam a second time.

1. Eligibility

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

2. Qualifying to Take the Examination

The Program Director will review each 3rd year student's record during the Fall semester preceding the comp examination. If the student meets all criteria to be eligible for the Comprehensive Examination, the student will then be registered for the zero-credit PSY105 Comprehensive Exam course that will list the Program Director as the course instructor. It is important to note that students with any Incomplete Grade or unfulfilled program requirement (i.e., not having passed a course) on their academic records will not be permitted to register for the comprehensive exam. If the Program Director and/or the Dean fail to detect an incomplete grade or unfulfilled program requirement and the student proceeds and takes the comprehensive exam, their results will be invalidated. ***It is solely the student's responsibility to ensure they have fulfilled all program requirements prior to taking the comprehensive examination.***

3. Completing the Examination

I. **PRAXIS.** Students will register for the PRAXIS School Psychologist (5403) Examination and have the results sent to the Program to complete the first part of the examination (see instructions in p. 36). Students should go to the Website for the examination and study all the details concerning its administration at: http://www.ets.org.

II. Case-Study Comprehensive Examination. Students will complete a written examination based on illustrative case study data and information in each of the following areas:

1. Assessment
2. Intervention
3. Consultation

4. Format and Grading of the Comprehensive Examination

The 3rd Year Comprehensive Examination will be administered online via the University's preferred learning management software (currently Canvas) and will consist of approximately 20-25 short-answer essay-type questions based on the information provided either prior to or during the examination itself. The examination becomes accessible to students after they are automatically registered for the associated "course" (PSY105) in which the exam is created. Registration occurs ONLY after students have been cleared by the Program which includes submission of PRAXIS scores, satisfactory completion of all required coursework from previous semesters, evidence of satisfactory progress and pending of successful completion of the internship experience, and an overall general readiness for completing the examination. The examination is worth a total of 100 points (including some points for quality of writing). The Program administrative assistant will randomly divide and assign each student's individual sections to one or the other member of the selected faculty members who will conduct the initial scoring. When an examination receives at least 80 points from the faculty member on the initial scoring for any section, that section of the examination will be considered to have been passed successfully. When an examination receives less than 80 points (79 or below) from the faculty member on the initial scoring for any section, that section of the examination will then be assigned to the other faculty member conducting grading in the same section for the other students. If that faculty member also scores the exam as a failure (less than 80 points), then the exam is considered to be a failure and will require the student to re-take the examination. If, contrary to the initial score, the second faculty member scores the exam as passing (80 points or higher), a third faculty member will be recruited to score the exam and their grading will then determine whether the exam is a pass vs. fail. All sections of the exam will be scored using the appropriate School Psychology Department's 3rd Year Comprehensive Examination Scoring Rubric (see Appendix J). Each faculty examiner will report the results of the examination to the Program Administrative Assistant who will communicate the examination results to the Program Director. The Program Director will then input either a Pass or Fail grade for each student enrolled in PSY105. If a student fails any part of the Comps (e.g., just 1 section, or if the PRAXIS result have not been received), he/she will receive an incomplete or failing grade until it is re-taken and passed as described in Section 6 below.

5. Instructions for the Comprehensive Examination

*See enclosed documents for further instructions.

Assessment Section

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

particularly since you will be given the case study information in advance. Please refer to Appendix J for the scoring rubric.

Consultation Section

An illustrative consultation case study will be presented as part of the examination and may be any type of consultation case including, but not limited to: behavioral, instructional, parent, mental health, system-wide, or consultation to determine program development, continuation, or evaluation. In responding to the various question in the examination, you are encouraged to be consistent with how you were trained in the program. That is, as school psychology is a science, you must use data to guide your decision-making process. Data must be used to identify and analyze the problem, and to develop an intervention plan and evaluate its effectiveness. All data and the methods used for data collection should be incorporated into the conceptualization of this case and will be provided as necessary for the purposes of the examination. In general, you should be able to read and review the presented case study and be prepared to describe and discuss any issues with respect to each of the questions as indicated in the scoring rubric. It is in your best interest to be familiar with what you will be expected to do and how you will be expected to respond even if you are not given the case study information in advance. Please refer to Appendix K for the scoring rubric.

Psychological Intervention Section

An illustrative psychological intervention case study will be presented to you as part of the examination and may be any type of intervention case including, but not limited to, any of the following: individual counseling/therapy, group counseling or therapy, parent counseling/therapy, a mental health program, or a prevention program. You will be required to read and review the information presented during the exam and answer questions that will revolve around identification of clear goals, measurable outcomes, assessment data, and so forth that are typical components of a psychological intervention. You will be asked how you used the provided data to evaluate the course of treatment and how you decided to continue with or redesign any particular intervention based on the client's progress. It is in your best interest to be familiar with what you will be expected to do and how you will be expected to respond even if you are not given the case study information in advance. Please refer to Appendix L for the scoring rubric.

6. Failure of the Comprehensive Exam

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

a. Contact Program Administrative Assistant and request the faculty members' evaluations of the case study portion(s) of the exam that you failed.
b. Contact the faculty members who failed you and obtain specific and targeted feedback regarding why your case study received a failing grade. Usually, the rubric and any comments provided by the faculty member will reflect this sufficiently.
c. Consider strategies to remediate your skill weaknesses and meet with the faculty evaluative team to discuss your plan. The plan may include, for example, a list of specific readings, auditing a course that was already taken, receiving supervision on a similar type of case at our Center for Psychological Services, and the like.
d. Communicate with the Program Director as to the date on which you plan to re-take the examination and submit it as part of your remediation plan to the Program Director for final approval.

Please recall that you are only given two opportunities to successfully pass this exam. It is strongly recommended that you not rush through this process and make every effort to address any and all

areas which have identified as lacking sufficient knowledge and competency. Failure to pass the examination a second time is grounds for dismissal from the Program.

K. GRADUATION

There is a difference between graduation and degree conferral. In some cases, you may attend a graduation ceremony even if the degree has not yet been conferred. This typically happens with a May graduation ceremony. Graduate degrees are officially conferred by the Board of Trustees four times a year on the Queen's Campus in January, May, June, and September. However, there are no accompanying graduation ceremonies for the January, June, or September conferrals. Students are encouraged to check the University Bulletin to be aware of dates and deadlines for graduation ceremonies but also to remain cognizant of when the degree will actually be conferred. Conferral of the degree, not participation in a graduation ceremony, is the only official and legal point at which you can state that the degree has been earned and awarded.

During their final semester in the program, students will receive a notification via e-mail from the Registrar's office to apply for their actual diploma via the UIS system, which will only be mailed after the degree has been officially conferred.

L. CERTIFICATION

1. SCHOOL PSYCHOLOGY CERTIFICATION

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

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

PROVISIONAL CERTIFICATION:

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

PERMANENT CERTIFICATION:

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

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

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

WHO can apply for the NCSP and WHEN?
MS Program students finishing their 3rd year, only after the Internship has been successfully completed AND the MS degree has been conferred as noted by degree date on the transcript.

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

How to apply:
Please familiarize yourself with the process, prior to applying:
https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp

There are 2 forms:

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

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

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

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

5. REQUIRED WORKSHOPS
Three workshops are required by New York State for certification as a School Psychologist. These workshops are: Child Abuse & Maltreatment Identification, Reporting, & Intervention for Mandated Professionals, School Violence: Prevention and Intervention Strategies, and the Dignity for All Students Act (DASA). Workshops are free for students and are offered at varying times throughout the year. The DASA workshop is no longer offered through the School of Education. Students will be required to find institutions that offer the workshop and complete the training online. Students are responsible for providing copies of certificates of completion for these seminars to the Program and Department, and also retain copies for the NYS licensing board.

M. PROFESSIONAL ORGANIZATIONS

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

NASP holds two main objectives:

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

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

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

2. American Psychological Association (APA)
The American Psychological Association is the national organization for psychologists. APA is a doctoral level organization. To become a member one must possess a Ph.D., Psy.D., or Ed.D., however, student memberships are available and are encouraged. APA is divided into approximately fifty-four divisions that represent the different areas within the field of psychology. Division Sixteen is the school psychology division. Each division has its own governing body that monitors and guides their particular division. Each division has equal representation within the overall governing body of APA. APA also has a student organization that is not area specific. Students within clinical or school psychology are encouraged to join APA and become active members in the student organization.

3. Student Affiliates of School Psychologists (SASP)
The Student Affiliates of School Psychology (SASP) is a student run organization, which is comprised of graduate students from all levels of the School Psychology program at St. John's University. SASP serves as a general representative body for current graduate students and is a forum where issues related to training and practice in School Psychology can be discussed. Our aim is to keep members apprised of current issues pertaining to school psychology, as well as to foster participation in activities that will further strengthen this discipline in the future, as well as those that benefit the community at large.

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

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

4. New York Association of School Psychologists (NYASP)

The New York Association of School Psychologists is an affiliate of the National Association of School Psychologists. It is the professional organization representing school psychologists in New York State. NYASP was initially formed in 1971 and in 1982 merged with the School Psychologists of Upstate New York (SPUNY). NYASP membership has approximately 1,000 school psychologists. The voting members of the NYASP Board consists of elected Chapter Representatives and the executive committee. The President appoints alternates for each chapter.

NYASP has four main objectives:

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

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

The organization also attempts to increase the knowledge base of school psychologists and provide opportunities for professional growth. NYASP does this by offering annual conferences and a Summer Institute, which is part of their continuing education package. NYASP also has a strong lobbying voice in legislation and has secured a law firm for such purposes.

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

5. New York State Psychological Association (NYSPA)

One potential organization that full-time graduate students may join to further their involvement while in the School Psychology program and upon graduating, is the New York State Psychological Association (NYSPA) - an affiliate of the American Psychological Association (APA). This organization was formed in 1947 and currently has almost 3,000 members. A Council of Representatives directs NYSPA, which consists of elected officers, specialty division representatives, and affiliated regional psychological association representatives.

NYSPA has three main objectives:

1. To protect the interests of the profession and the public;
2. To develop the profession and science of psychology and promote human welfare; and

3. To institute and uphold standards of competency, training, service, and ethics.

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

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

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Appendix A

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

Recommended Procedure for Handling Plagiarism Cases

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PLAGIARISM STATEMENT

Dr. Miguel Roig

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

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

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

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

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

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

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

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

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

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

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ACCEPTABLE FORMS OF HELP WHEN WRITING PAPERS

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

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

LEARNING EXERCISES

Avoiding plagiarism by correctly paraphrasing test

Imagine that you are in the process of writing a paper. In researching material for the topic you are writing about, you locate the following relevant paragraph in a published source:
"If you have ever had your astrological chart done, you may have been impressed with its seeming accuracy. Careful reading shows many such charts to be made up of mostly flattering traits. Naturally, when your personality is described in desirable terms, it is hard to deny that the description has the 'ring of truth'" (Coon, B. (1995) Introduction to Psychology: exploration and application (7th Ed.). New York: West., p. 29.

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

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

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

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

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

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

_____

_____

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

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

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

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

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

REFERENCES

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

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

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RECOMMENDED PROCEDURE FOR HANDLING PLAGIARISM CASES

I First Instance of Plagiarism

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

II Second Instance (in same course)

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

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

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

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

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Appendix B

Community Service Contract

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SCHOOL PSYCHOLOGY PROGRAM

COMMUNITY SERVICE PROGRAM CONTRACT

Student's Name:

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

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

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

****

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

Student's Signature and Date:

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Appendix B-2

Community Service Log

ST. JOHN'S UNIVERSITY

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SCHOOL PSYCHOLOGY PROGRAM

COMMUNITY SERVICE PROGRAM LOG

Student Name:

Dear Supervisor,

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

Supervisor's Signature and date:

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

COMMUNITY SERVICE AGENCY/ORGANIZATION:

Agency/Organization:

Purpose of Organization (Activities Conducted/Services Provided):

Supervisor Name:

Title:

Phone Number: E-mail:

Community Service Start Date: Completion Date:

Days and Hours the Student has worked:

Dr. Marlene Sotelo-Dynega
Director, MS Program in School Psychology
St. John's University
Ph: (718) 990-5388
e-mail: schoolpsych@stjohns.edu

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Appendix C

2nd Year MS School Psychology Practicum Contract

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SCHOOL PSYCHOLOGY M.S. PROGRAM 2ND YEAR SCHOOL PSYCHOLOGY PRACTICUM CONTRACT

DEPARTMENT OF PSYCHOLOGY

This document confirms that **SUPERVISOR** will serve as a school psychology practicum supervisor for **STUDENT** who is presently a student in good standing in the MS program in School Psychology at St. John's University. The practicum will take place at the **SCHOOL DISTRICT** beginning on **DATE** through **DATE.**

The ***student*** agrees to be at the practicum site according to a schedule agreed upon by the student and the practicum supervisor. The student understands that no financial compensation will be awarded for the practicum hours. The student agrees to cooperate fully with his or her supervisor and to keep him or her fully appraised of his or her professional practicum activities. The student is encouraged to notify the Director, MS Program in School Psychology (schoolpsych@stjohns.edu) of any concerns.

The student will be required to complete the activities listed below during this experience in the schools in addition to attending a weekly consultation meeting with Dr. Marlene Sotelo-Dynega at St. John's University. Students should accrue approximately 300 hours, which is equivalent to 1 school day per week (or less). The focus of this experience is not focused on the hours, but the experiences listed herein:

1. 5 Psychological Evaluations – students will be required to present at least 2 of these cases in class but will have to provide redacted reports to the course instructor for all 5 evaluations.
2. 2 Consultation Cases; student can be the consultant or observe someone else as the consultant. Students will be required to present at least 1 of these cases in class.
3. 2 Intervention Cases; student can provide the intervention or observe someone else provide the intervention. Students will be required to present at least 1 of these cases in class.

The ***supervisor*** is a certified school psychologist, with a minimum of 3 years of experience working in the schools, who agrees to provide group or individual supervision of the student. The supervision must occur on site,* as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. The supervisor agrees to complete 2 evaluations of the student's performance and provide formative feedback to him or her. The supervisor is encouraged to notify the Director, MS Program in School Psychology (schoolpsych@stjohns.edu) of any concerns.

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

**The supervisor agrees to observe COVID-19 guidelines from the Centers for Disease Control (CDC), to include Personal Protective Equipment (PPE), along with any federal, state or local restrictions. Supervision can occur via the SJU Webex platform that the supervisor will be given access to in lieu of live supervision. Students are*

permitted to follow district procedures for assessment including, but not limited to, online platforms for remote assessment services.

Supervisor's Signature	Student's Signature
Date	Date

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Appendix D

Third Year Placement Planning Form

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GRADUATE SCHOOL OF ARTS AND SCIENCES
School Psychology
Internship Objectives
Planning Form

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

Listed below are 17 Objectives for students to reach during their School Psychology Internship. Below each objective is a list of activities which could fulfill the objective.
The objectives and activities for reaching the objectives will serve as a basis for planning a unique internship experience for each student. Obviously, the experience provided at sites will differ and field supervisors will have different suggestions for reaching some of these objectives. We do not expect each site to provide every activity. Decisions concerning the plan should be made at the beginning of the internship experience. The plan may also be modified as the year progresses, however, all parties involved must discuss and approve these modifications.

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

2. The student will be introduced to the organizational functioning, administration, implementation of policies, and politics of school settings and school districts.
____Introduce student to various members of the staff and school community.
____Allow student to attend building staff meetings and pupil personnel committee meetings and/or Educational Planning Committee meetings.
____Ask student to inspect and report on student records and record-keeping systems in the school.
____Ask student to read and report on district policies including policies for providing psychological services.
____Allow student to interview various professionals.
____Allow student to attend a school board meeting.
____Allow student to attend a parents' organization meeting.
____Allow student to attend a general faculty meeting.

3. The student will gain experience in the process of special education referral, evaluation, placement, and remediation, and developing treatment plans.
____Allow student to attend and observe a committee on special education.
____Allow student to observe and spend time in special education classrooms (e.g., self-continued, resource room, gifted).
____Allow student to present the results of a case evaluation to a committee on special education.
____Allow student to evaluate an Individual Education Plan for remediation for children with different handicapping conditions. *
____Allow student to present their assessments and recommendations to the district Committee on Special Education and to become familiar with the process of the Committee's work and the legal and regulatory issues involved in the Committee's functioning. *

____Allow student to conduct triennial evaluations, and annual reviews of special education children to evaluate their progress and make recommendations. *

4. The student will become knowledgeable about the process of regular education.
____Allow student to observe and spend time in a kindergarten or preschool classroom.
____Allow student to observe and spend time in an elementary level classroom.
____Allow student to observe and spend time in a junior high level classroom.
____Allow student to observe and spend time in a high school classroom.

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

6. The student will gain experience and develop competence in clinical diagnostic interviewing.
____Allow student to observe the supervisor interviewing students, parents, teachers, and other staff members.
____Allow student to conduct diagnostic clinical interviews with students, parents, teachers, and other staff members.

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

8. The student will gain experience and develop competence in behavioral observation and assessment.
____Allow student to collect behavioral data by interviewing a student, parent, teacher, or other staff.
____Allow student to observe children's' classroom behavior, identify, and systematically record data on target behaviors.
____Allow student to observe teachers instructional and classroom management behavior, record, and report on data.
____Allow student to conduct an environmental assessment and report on data.

9. The student will gain experience and develop competence in assessment of emotional and social adjustment.
____Allow student to conduct and report results from comprehensive assessment of emotional and social adjustment of children at several grade levels.

10. The student will gain experience and develop competence in intellectual assessment.
____Allow student to observe supervisor conducting an assessment.
____Observe student giving various intelligence tests.
____Allow student to conduct and report results of comprehensive intellectual evaluation at the:
____preschool or kindergarten level
____elementary level
____junior high level
____high school level
____Allow student to conduct and report results of at least one comprehensive intellectual evaluation of a minority student.

11. The student will gain experience and develop competence in academic assessment.
____Allow student to observe various professionals (e.g., supervisor, education evaluator, teacher) conducting an assessment.
____Observe student giving various academic tests.
____Allow student to observe/participate in screening or readiness evaluations at the pre-school and kindergarten level.
____Allow student to inspect and report on the curriculum materials being used with referred child as part of planning the assessment.
____Allow student to conduct and report results of comprehensive language, mathematics, and reading assessments at the:
____elementary level
____junior high level
____high school level
____Allow student to conduct and report results of at least one comprehensive academic evaluation of a minority student.
____Allow student to inspect and report on group tests given in the placement.
____Allow student to attend meetings of committees established to examine curriculum.

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

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

14. The student will demonstrate accountability for activities as a practicing school psychologist.
____Ask student to keep a daily log of activities. **
____Allow student to collect and share effectiveness data from intervention activities.

____Allow student to collect and share effectiveness data from consultation activities.
____Assist student in systematically evaluating his or her effectiveness through providing fairly frequent feedback sessions.
____Allow student to participate in original research or evaluation studies in the school.

15. The student will evaluate his or her personal skills and abilities to assume an effective school psychology role.
____Ask student to review and analyze his or her impact on students, parents, and various professionals in the school.

16. Students will gain experience providing feedback on their assessment and recommendations to school children, parents, teachers, and other school personnel.
____Allow student to be present when supervisor gives feedback to school children, parents, teachers, and/or other school personnel.
____Allow student to give feedback, under supervision, to school children, parents, teachers, and/or other school personnel.
____Allow student to give feedback independent of direct supervision teachers, and/or School Personnel.

17. Students will gain experience in counseling school children individually and in groups.
____Allow student to counsel children individually.
____Allow student to counsel children in groups.
____Ask student to participate in providing group counseling or group discussion services for students and parents.

Other activities or objectives:
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

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

Signed: _____ _____
Field Supervisor Date University Supervisor Date

_____
Student Date

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

Appendix E

3RD YEAR INTERNSHIP CONTRACT

ST. JOHN'S UNIVERSITY

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School Psychology MS Program Internship Contract
Department of Psychology

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

The student agrees to be at the internship site for **5 full** working days for the entire school district academic year, (from _____ to _____) **for a maximum of 45 hours per week and total minimum of 1200 hours, that are to be met by the end of the spring semester**. **The internship will continue beyond the successful accrual of the 1200 hours; all hours accrued between May and the end of the internship in June are to be logged in Time2Track and reported to the Program accordingly**. The student understands that no financial compensation will be awarded for the internship hours. The student agrees that he or she has read the list of competencies that interns are expected to achieve as outlined in the program handbook. The student agrees to cooperate fully with his or her supervisor and keep him or her fully appraised of his or her professional internship activities. The student is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) or the Director, MS Program in School Psychology (schoolpsych@stjohns.edu) of any substantive concerns.

The ***primary supervisor*** is a doctoral level, certified school psychologist, licensed psychologist (preferred, but not required) with a minimum of 3 years of experience working in the schools that agrees to meet with the intern for a minimum of 2 hours of direct, face to face supervision each week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. The supervisor agrees to complete 2 evaluations of the student's performance and provide formative feedback to him or her. The supervisor is encouraged to notify the Program's Fieldwork Coordinator, Dr. Jennifer Mascolo (mascoloj@stjohns.edu) or the Director, MS Program in School Psychology (schoolpsych@stjohns.edu) of any substantive concerns. The supervisor attests to the fact that they are supervising no more than 2 interns during the internship period specified above and that they are afforded an adequate amount of release time to meet the requirements and responsibilities of internship supervision. The supervisor will follow the training objectives agreed upon in the planning form.

The supervisor attests to the fact that: the student will be able to participate in continuing professional development activities when available, the student will be able to participate in meetings attended by field psychologists employed in the district, the student will receive adequate supplies, materials, office space, and administrative/secretarial services consistent with those afforded to regular staff members, and the

student will be reimbursed, in accordance with the policies of the field site, for any travel expenses they may incur.

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

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

Supervisor's Signature	Date	Student's Signature	Date

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Appendix F

Sample Assessment Practicum Evaluation Form

ST. JOHN'S UNIVERSITY

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

Trainee: _____ Site: _____

Supervisor: _____ From: _____ To: _____

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

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

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

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

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

Additional Comments: _____
_____
_____
_____

Interpersonal Relationships

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

Additional Comments: _____
_____
_____
_____

Professional Conduct

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

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

Additional Comments: _____
_____
_____
_____

Summary Evaluation

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

If NO, please explain why: _____

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

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

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

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

Supervisor's Signature: _____ Date: _____

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

Student's Signature: _____ Date: _____

Thank you for your cooperation in completing the evaluation form.

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Appendix G

Sample Third Year Internship Evaluation Form

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St. John's University

Sample Internship Evaluation Form – M.S. Level III
Program in School Psychology

Trainee: _____ **Site: _____**

Supervisor: _____ **From: _____** **To: _____**

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

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

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

Gathers data from alternative sources (e.g., families, educators, and others in the community)	1	2	3	4	5	N/A
Adequacy of recommendations	1	2	3	4	5	N/A
Quality of feedback conferences with parents and teachers	1	2	3	4	5	N/A
Overall rating of diagnostic/assessment skills	1	2	3	4	5	N/A

Psychological tests used by the trainee under your supervision:

_____

_____

Additional Comments:

_____

_____

_____

Psychotherapy, Counseling, Consultation and Behavior Change Skills						
Demonstrates knowledge of consultation techniques and theory	1	2	3	4	5	N/A
Demonstrates knowledge of human development and learning processes	1	2	3	4	5	N/A
Demonstrates knowledge of the influence of social, cultural, ethnic and linguistic factors on development and learning	1	2	3	4	5	N/A
Develops initial intervention planning	1	2	3	4	5	N/A
Develops good working alliance with change agent	1	2	3	4	5	N/A
Collaborates with other professionals in planning and decision making for individuals, groups and the school	1	2	3	4	5	N/A
Counseling skills	1	2	3	4	5	N/A
Consultation skills	1	2	3	4	5	N/A
Behavior therapy	1	2	3	4	5	N/A
Develops appropriate behavioral, affective, adaptive and social ***goals*** for students with different abilities and needs	1	2	3	4	5	N/A

Develops appropriate cognitive and academic ***interventions*** goals for students with different abilities and needs	1	2	3	4	5	N/A
Ability to re-assess progress and develop new intervention plans	1	2	3	4	5	N/A
Provides prevention and intervention programming to promote mental health and students' well being	1	2	3	4	5	N/A
Evaluates service outcomes and measurement of student progress	1	2	3	4	5	N/A
Uses empirical research to determine appropriate interventions, programs and services	1	2	3	4	5	N/A
Ability to collaborate with parents and teachers	1	2	3	4	5	N/A
Overall rating of intervention skills	1	2	3	4	5	N/A

Additional Comments:

_____

_____

_____

Professional Conduct						
Develops good working relationships with professional staff	1	2	3	4	5	N/A
Develops good working relationships with paraprofessional and support staff	1	2	3	4	5	N/A
Shows sensitivity to issues of diverse characteristics	1	2	3	4	5	N/A
Demonstrates leadership ability	1	2	3	4	5	N/A
Responsiveness to supervision	1	2	3	4	5	N/A
Willingness to learn	1	2	3	4	5	N/A
Utilizes resources within and outside the organization	1	2	3	4	5	N/A
Utilizes relevant technology when delivering services	1	2	3	4	5	N/A
Consults with other professionals	1	2	3	4	5	N/A
	1	2	3	4	5	N/A

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Responsible work habits (e.g., punctuality, personal appearance)						
Meets responsibilities on time	1	2	3	4	5	N/A
Protects and maintains confidentiality of case materials	1	2	3	4	5	N/A
Conducts self in a manner consistent with professional and ethical standards	1	2	3	4	5	N/A
Has knowledge of general education and special education services	1	2	3	4	5	N/A
Works towards using school policies to create an effective learning environment for all	1	2	3	4	5	N/A
Shows a desire to be a life-long learner (e.g., stays current with the literature, expresses a desire to continue to learn)	1	2	3	4	5	N/A

Additional Comments:

_____

_____

_____

Summary Evaluation

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

_____ Very Likely _____ Likely _____Unsure _____Unlikely _____Very Unlikely

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

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

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

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

Supervisor's Signature: _____ Date: _____

Position or Title: _____

Certified School Psychologist: _____ Yes _____No

Licensed School Psychologist: _____ Yes _____No

Student's Signature:_____ Date: _____

Thank you for your cooperation in completing the evaluation form.

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Appendix H

Annual Student Progress Report

ST. JOHN'S UNIVERSITY

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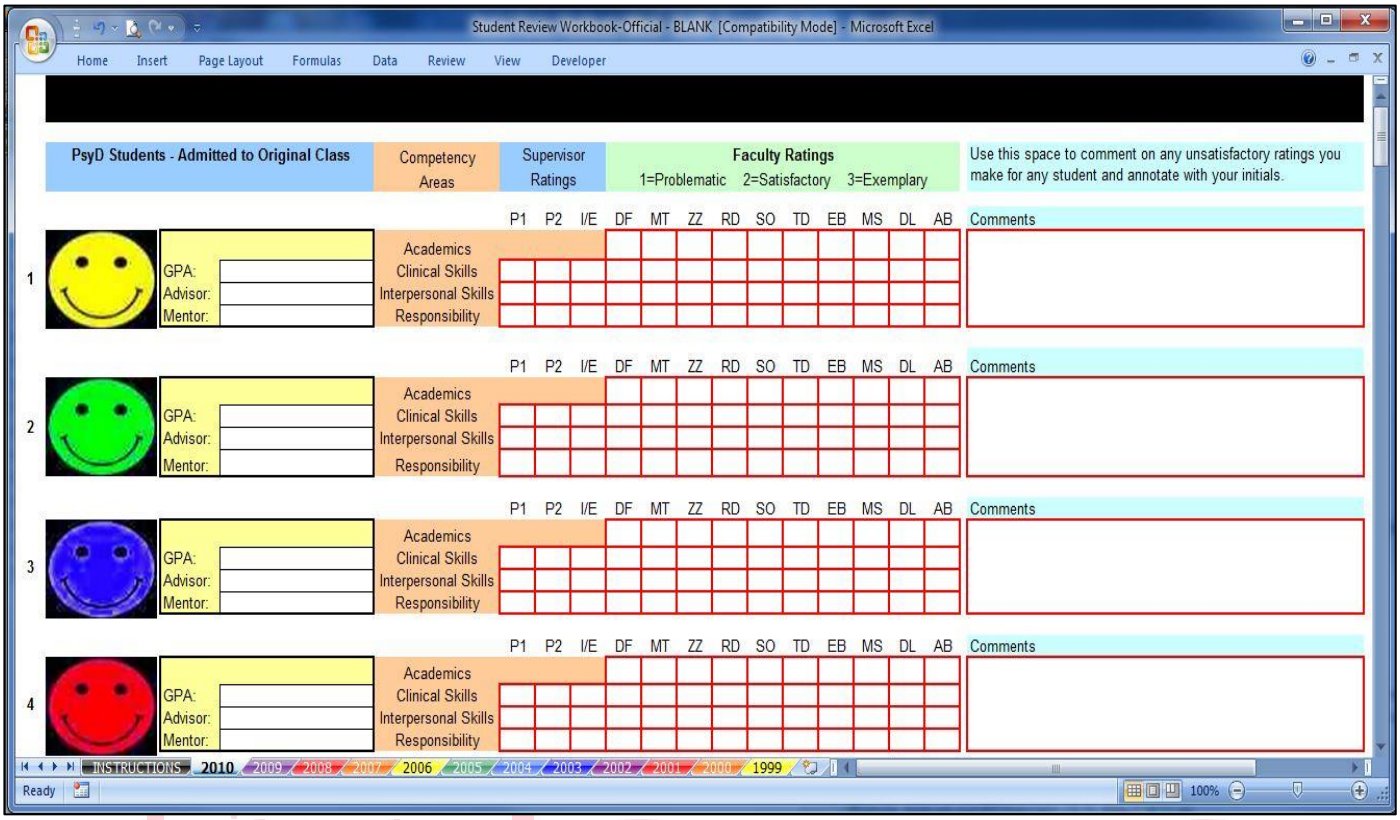

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Appendix I

A Philosophy of Best Practices in
Conducting Psychoeducational Assessments

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A Philosophy of Best Practices in Conducting Psychoeducational Assessments

1. The fundamental question. All efforts and activities conducted in regard to the process of assessment, including pre-referral activities, should seek to answer the fundamental question, "why is the student unable to learn normally within the context of the regular classroom?"

2. Hypothesis driven assessment. Assessment is driven by a priori and a posteriori hypotheses. The fundamental a priori hypothesis is that the cause of the individual's learning difficulties is due to factors external to the individual. That is, assessment is conducted with the notion that there is nothing wrong with the individual and that systemic, ecological, or environmental factors are the primary reason for the observed learning problems. This hypothesis is retained when all plausible external factors have been ruled out as the primary cause of the observed difficulties. This hypothesis is rejected when the collected data suggest that the observed difficulties are the result of intrinsic dysfunction (e.g., cognitive processing deficits).

3. Focused assessment. Assessments should be focused on gathering data to answer specific questions and to test a priori hypotheses. Assessment should not be exploratory in nature and needlessly broad or vague. Assessment should not be conducted in a manner that seeks to uncover whatever dysfunction might arise by chance. Assessment is a hunting trip that targets specific game, not a fishing trip that casts a wide net to see what might be pulled in. In addition, procedures such as observation and interview should be as focused as all other activities with respect to the gathering of information that is relevant to answering specific questions, testing a priori hypotheses, and addressing well defined referral concerns.

4. No "standard battery." Assessments should be designed to meet the particular circumstances of the referral and idiosyncrasies of the individual. The use of a "standard battery" in assessment is antithetical to this notion, represents an unacceptable method of practice, and violates the legal mandates which specify that assessments must be appropriate and individualized.

5. No routine testing. Testing may or may not be a part of assessment. The use of standardized tests is not always a necessary component of every assessment and should not be used on a routine basis. When standardized tests are deemed necessary, a battery should be organized and individualized to answer specific, referral-relevant questions and test a priori hypotheses. The administration of unnecessary tests or those that are superfluous to the referral is invasive and should be avoided.

6. Systematic assessment. Assessment should be systematic, logical, and guided by an established framework that is specifically designed to focus on the areas of functioning that are relevant to the referral. Where necessary or relevant, assessment activities should be conducted in a manner that reduces potential bias or discrimination to the maximum extent possible.

7. Consider all data as important. Data gathered from activities other than testing, such as from observations, interviews, record reviews, authentic assessment, work samples, and so forth, are to be accorded equal weight in the determination of the causes of an individual's presumed or observed learning difficulties.

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8. Multiple, corroborating data sources. Decisions regarding the feasibility of and given factor or factors as the primary cause of the individual's reported difficulties must not be based on only one procedure or data source. Diagnostic decisions should always be based on corroborating evidence from multiple sources and types of data.

9. Link assessment to intervention. Psychoeducational assessment reports should reflect the process outlined above and must answer the fundamental question regarding the cause of the individual's reported or observed learning difficulties. The report reflects the professional opinion of the assessor and should include a clear description and summary of the findings, a diagnosis (if applicable), and specific recommendations for intervention.

10. Limits of competency. Students should not engage in any assessment activities for which they have no training or competency, unless such activities are conducted under the close supervision and guidance of a practitioner who possesses the necessary knowledge and expertise to guide the student and the assessment.

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Appendix J

Comprehensive Examination Scoring Rubric - Assessment

ST. JOHN'S UNIVERSITY

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

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

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

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

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

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

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

SAMPLE ONLY

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

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

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

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

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

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

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

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

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

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

SAMPLE ONLY

Evaluator's Signature: _____ Date: _____

Comments:

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Appendix K

Comprehensive Examination Scoring Rubric - Consultation

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

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

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

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

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

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

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

SAMPLE ONLY

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

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

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

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

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

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

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

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

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

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

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

Evaluator's Signature: _____ Date: _____

Comments:

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Appendix L

Comprehensive Examination Scoring Rubric - Intervention

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

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

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

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

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

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

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

SAMPLE ONLY

18	Strategies for maintaining effect after termination (ex. attaining transfer/generalization of outcomes to other settings) were devised and their evidence based discussed (if the case is on-going, score as effective).	●	○	○	○

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

Section 4: Evaluation		4 = Good	3 = Fair	2 = Poor	1 = Fail
19	Progress monitoring data were present and included measures of the target outcome behavior(s).	●	○	○	○
20	Outcomes were charted included trend lines, and/or goal lines of the client's performance.	●	○	○	○
21	Effect size(s) (R, R2 or d) were calculated demonstrating the impact of intervention on client.	●	○	○	○
22	The progress monitoring and outcome data presented in effect sizes and graphic displays were discussed in text with respect to their meaning for the treatment outcome.	●	○	○	○
23	If progress monitoring data indicated poor or insufficient progress, a new case conceptualization hypothesis was developed, and modified treatment was implemented (if not applicable, score as effective).	●	○	○	○

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

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

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

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

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

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

Evaluator's Signature: _____ Date: _____

Comments:

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Appendix M

Testing Kit Policy

ST. JOHN'S UNIVERSITY

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

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

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

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

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Appendix N

NASP Standards for Training and Practice

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NASP Standards

STANDARD I: SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE

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

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

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

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

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

STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

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

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

Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills –School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD IX: PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY

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

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