St. John's University
Doctor of Psychology
Program in
School Psychology

Student Handbook
2009-10

Effective June 1, 2009
Doctor of Psychology Program in School Psychology
Department of Psychology
St. John's University
Graduate Division of St. John’s College
Arts & Sciences
Jamaica, NY 11439
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I. INTRODUCTION

A. Mission Statement of St. John's University

As a University, we commit ourselves to academic excellence and the pursuit of wisdom that flows from free inquiry, religious values, and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology, and an enthusiastic quest for truth, serve as the basis of a vital teaching and lifelong learning process. Our core curriculum in the liberal arts and sciences aims to enrich lives and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous teaching standards, and innovative application of knowledge. We aim not only to be excellent professionally, with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.

St. John's is a Catholic University founded in 1870 in response to an invitation of the first Bishop of Brooklyn, John Loughlin, to provide the youth of the city with an intellectual and moral education. We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual's responsibility for the world in which we live. We commit ourselves to create a climate patterned on the life and teaching of Jesus Christ as embodied in the traditions and practices of the Roman Catholic Church. Our Community, which comprises members of many faiths, strives for an openness that is "wholly directed to all that is true, all that deserves respect, all that is honest, pure, admirable, decent, virtuous, or worthy of praise" (Philippians 4:8). Thus, the University is a place where the church reflects upon itself and the world as it engages in dialogue with other religious traditions.

St. John's is a Vincentian University inspired by St. Vincent de Paul's compassion and zeal for service. We strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages. Community service programs are combined with reflective learning to enlarge the classroom experience. Wherever possible, we devote our intellectual and physical resources to search out the causes of poverty and social injustice, and to encourage solutions that are adaptable, effective, and concrete. 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.

St. John's is a Metropolitan University. We benefit from New York City's cultural diversity, intellectual and artistic resources, and unique professional and educational opportunities. With this richness comes responsibility. We encourage the metropolitan community to use our resources to serve its needs. On the local, state, national, and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of a dynamic city in a dynamic world.
In November 2000, the University adopted a vision statement that expresses our educational philosophy.

St. John’s University will empower diverse learners with quality education for life. Through innovative teaching, research, and service we will foster rational, spirited inquiry and intelligent reflection. Our student-centered approach will be shaped by a caring, energized, nimble culture. Enlivened by our distinctive mission, our graduates will excel in the competencies and values required for leadership and service in a rapidly evolving global community. As a Catholic & Vincentian University, we will be known worldwide for addressing issues of poverty and social justice.

B. The Philosophy of the Graduate Division of Arts and Sciences

Graduate education differs significantly from undergraduate education. The following quotation is a statement of principles from the Council of Graduate Schools and represents what graduate education should be:

Graduate education establishes an atmosphere of intellectual collegiality in which interaction among people with differing points of view is essential to learning. Students must deal with subject matter at the leading edge of their disciplines, a territory characterized by different and often opposing points of view. They must learn to question what they read and write in a way that is both rigorous and evenhanded. They must maintain high standards for the criteria of proof, and they must be not only willing, but eager, to test their ideas in a forum of peers and colleagues. In this way, they hone their own skills and learn to engage in and contribute to the continuing discussion that defines the current consensus in any field.

By bringing diverse individuals together to engage in intellectual activities, graduate education engenders respect for intellect, regardless of source, and builds a community whose members are judged by the quality of their ideas. The importance of this kind of preparation cannot be overstated. Graduate study serves to educate and train our teachers, our scholars, our scientists and engineers, our leaders in business, government, and the professions. They will work in a rapidly changing world where race, gender, ethnicity, nationality, and related factors merge with knowledge, merit, and talent to play important roles in shaping society. Their ability to deal with differing ideas and viewpoints will enable them to interact effectively with people in all sectors of that society throughout the world.

C. Student Composition

With more than 20,000 students, St. John's University is the largest Catholic University in the nation. St. John's is a forceful presence and integral part of the New York metropolitan scene. The two campuses are situated in residential areas of the city to provide easy access to the vast
cultural, educational, commercial, and religious resources of the world's greatest metropolis. Consisting of nearly 100 rolling acres, the Queens campus consists of broad lawns, playing fields, modern buildings, and a spectacular view of the New York City skyline. The Queens campus is only minutes (11.6 miles) from midtown Manhattan and is also near the population center of Long Island with its unequaled recreation facilities. The diverse student population of St. John's includes students from 126 foreign countries. St. John's has a placement rate of over 80% for graduates within ninety days of commencement. With more than 1500 microcomputers and terminals connected to mainframes and local area networks, St. John's has met the computer age head on. The cornerstone of St. John's array of student facilities is its magnificent library which, with the Staten Island Campus Library and Law School Library, contains 1.5 million volumes. The University Library collection supports both the graduate and undergraduate programs. In addition to books and periodicals, the library includes thousands of microfilm, microfiche, and audiovisual materials, as well as on-line computer access to reference information.

II. OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM

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

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

B. Program Philosophy

The School Psychology Program at St. John's University follows a tripartite model: practitioner-scholar-scientist. We designed the program to train practitioners who deliver psychological services to children and their families. This model assumes that practicing psychologists must base their professional activities on a scholarly understanding of human behavior, child development, and the social and cultural influences of behavior. Without a grounding in the science of psychology, the practitioner ceases to be a professional. Our knowledge of human behavior constantly changes. Thus, practicing psychologists must first train as scholars. Any scholar committed to understanding the ongoing developments in psychology must be prepared to evaluate the scientific literature critically. This requires a thorough understanding of the
scientific method overall and the methods of psychology in particular. Applied psychologists have the responsibility to evaluate their practices by methods of current scientific standards. As a result, intellectual assessment, educational recommendations, and educational program planning must be based on an understanding of the theoretical and empirical literature concerning children’s intellectual and cognitive development. The assessment of social and emotional development is based on a foundation of the theoretical and empirical literature on development personality, psychopathology, and adaptive social behavior. Interventions are based on sound theoretical models that have withstood scrutiny and have demonstrated empirical support. The scholarly ability to evaluate theory and research and the practical ability to turn such academic knowledge into specific practice behaviors are the core values that form the basis of the program.

We emphasize the scholar component of the model in many ways. Students take required courses in scientific psychology and research methods. Students may choose areas of concentration for in-depth study. The doctoral dissertation requires that students complete an independent research project, including a literature review, data collection, and recommendations for practice. Additionally, all of the applied courses emphasize the theoretical and empirical literature that supports the use of assessment instruments, intervention strategies, and consultation techniques. The faculty bare the task of basing the entire professional practice course on sound scholarship.

The scientist component fosters the development of scientific research skills through courses in statistics, research methods, and psychometrics, as well as through modeling of the faculty and the doctoral project. Faculty illustrate the importance of research and how it progresses the field of school psychology. Faculty provide and encourage opportunities for students to get involved in research.

The program prepares psychologists to provide psychological services in educational, residential, and special education facilities to children, adolescents, and their families. The program involves a logical progression of course work and fieldwork necessary for the development of professional and research competencies. Students receive nine semesters of supervision through practicum, externship, and internship courses. We evaluate students’ clinical competencies in each of these semesters, the third year comprehensive examination, and the fourth year professional practice competency examination.

Recognizing that professional psychologists must work with a diverse human population, the program educates psychologists to be sensitive to issues of diversity, including the impact of culture, language, ethnicity, and sexual orientation. The program philosophy is to train psychologists who are capable of delivering services to such diverse populations of any metropolitan area.

1. Program Mission
In accordance with the Vincentian mission of St. John’s University and the 12 stated training goals for the Graduate Programs in School Psychology, the Doctor of Psychology (Psy.D.) Program in School Psychology specifically aims to prepare doctoral candidates to be:
1. Psychologists who can conceptualize psychological problems of children, and adolescents and their families.
2. Psychologists who can develop evidence-based assessment, consultation and treatment plans to resolve the education and mental health needs of children and their families.
3. Psychologists who can review the theoretical and empirical literature on a professional topic and draw conclusions concerning how research will drive professional practice.
4. Psychologists who can gather empirical data to answer professional questions.
5. Psychologists who can perform all professional activities with the highest professional standards in compliance with ethical principles.
6. Psychologists who can appreciate and consider the diversity of social, cultural, and linguistic experiences that influence human behavior.
7. Psychologists who can deliver or adapt evidence-based educational and mental health services to underserved populations.
8. 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

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

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

Goal 2. To Foster Students’ Consultation and Collaboration Skills

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

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

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

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

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

Goal 5. To Foster Student Diversity in Development and Learning

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

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

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

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

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

Goal 8. To Foster Home/School/Community Collaboration

Objectives:
• Understand family systems and methods to involve families in education and service delivery
• Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families
Goal 9. To Develop Skills in Research and Program Evaluation

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

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

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

Goal 11. To Foster Skills in Using Information Technology

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

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

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

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

1) Conducting individual psychological assessments of preschoolers, children, adolescents, and young adults.

2) Implementing individual and group short-term counseling and psychotherapy with preschoolers, children, adolescents, and their families.

3) Assessing the needs of special populations of children, adolescents, and young adults and
developing programs to meet their needs.

4) Consulting with teachers and educators about academic, behavioral, and social problems of individuals.

5) Consulting with school administrators to evaluate and implement educational policy and educational instructional methods.

6) Developing individual educational plans for exceptional children.

7) Consulting with parents about academic, behavioral, and social problems of individual children.

8) Performing program evaluations.

9) Developing preventive mental health programs for regular and special education populations.

10) Providing crisis intervention services.

11) Providing support groups for parents, students, and teachers.

12) Discussing the legal and ethical standards involved in the delivery of school psychology services.

13) Designing programs to meet the mental health needs of children, adolescents, young adults and their families.

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

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

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

1. Assistantships and Fellowships
The University awards a limited number of Graduate Assistantships and Fellowships annually to qualified graduate students. Assistants and Fellows are generally appointed to the Department of Psychology where they work 15 - 18 hours per week in support of faculty research. Additional assistantships are available in both academic and non-academic departments throughout the University. The University requires recipients to maintain a full-time course of study and work a minimum of fifteen hours per week in their respective department. The assistantships provide tuition remission for a maximum of fifteen credits and sometimes, a stipend. Recipients are prohibited from outside employment for the duration of their contract with the University.

Interested students must complete the Application for Graduate Assistantships/Doctoral Fellowships. Two letters of recommendation are required. Additionally, applicants must submit the results of the Graduate Record Exam (GRE), both General and Subject tests. Generally, Graduate Assistants have been selected based on academic achievement. Individual departments may have specific criteria for the consideration of assistants. The applicant should contact the Graduate Division of St. John’s College for more information.

Applicants for assistantships must also complete a Free Application for Federal Student Aid (FAFSA) and a New York State Tuition Assistance Program (TAP) application. Both forms are available in the Office of Financial Aid, Bent Hall.

III. POLICY AND PROCEDURES

A. Academic Standing

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

B. Full and Part Time Study

Full-time study means enrollment for at least nine (9) credits per semester, or the equivalent. Students are required to attend three (3) years of full-time enrollment or the equivalent thereof. At least two (2) of these years must be at St. John’s University if the student has transferred from another graduate degree offering institution. Equivalent full-time enrollment requires that the
student enrolls for a minimum of six (6) credits and is completing the third or fourth year externship, which involves three (3) days per week at a field placement. Students may complete their internship either full-time for one (1) year or half-time for two (2) years.

C. Advisement and Registration

Upon matriculation, the department assigns all students an advisor. Each student will receive a letter at the initial orientation identifying his or her advisor from the department. Advisors provide guidance and advocate for students throughout their program. Advisors will help students choose classes, discuss any problems in meeting the program requirements, and consult with the students concerning practicum, field placement, and internship experiences. Each student must meet with his or her advisor at least once a semester during advisement periods to pre-register for the following semester's work. In addition, each student must arrange at least one meeting with his or her advisor during his or her internship. To learn when the advisement period is scheduled, students should contact the department or check the online academic calendar and, then make an appointment to confer with the advisor during that period to ensure appropriate programming.

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

A bill for tuition and fees is then sent to the student and the student can complete registration online. If a student does not pre-register, he or she must follow the above procedures and go to the Registrar and Financial Services during in-person registration. Please note, courses with small enrollments may be canceled. If a student is unable to meet with his or her advisor, only the following faculty can sign a student’s registration form: Drs. Brown, Del Vecchio, DiGiuseppe, Flanagan, Ortiz, Pope, Sotelo, Terjesen, or Zhou.

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

When there are two or more sections of a particular course, the department and the program reserves the right to direct students into particular sections of a course. This means a student may not get into a specific section of a course they had wanted.

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

D. Continuous Enrollment

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

E. Time Limit

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

F. Attendance Policy

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

G. Grading

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

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<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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<tr>
<td>B+</td>
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<td>C+</td>
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<td>Audit</td>
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</tbody>
</table>

**All doctoral students must receive a grade of “B” or better to receive credit in a course to count toward their doctoral degree.**

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

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

1. **Incomplete Grades**

   The individual professor has the discretion to decide if a student can receive an incomplete grade. Students must receive formal approval from the professor to take an IN (incomplete). Students must request an incomplete before the end of the semester. Students receiving an IN grade (e.g., failing to submit a term paper or research project) must submit the missing work to the Dean's Office, St. John Hall, Room 135, not to the professor. The due date for removing incomplete grades appears in the Academic Calendar and is approximately two months after the start of the following semester. If a student desires a longer extension period, he or she must make a request in WRITING. Approval for such requests must come from the professor, Chair, and Dean's Office BEFORE the deadline. Failure to do so will result in a permanent incomplete and the student must repeat the course if it is required in the program. **If a student receives an INCOMPLETE in his or her final semester, he or**
she will automatically be removed from the graduation list. Failure to take the final examination does not qualify as a reason for an incomplete grade. This action has a separate grade category with different consequences.

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

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

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

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

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

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

I. Transfer Credits

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

J. Program Degree Requirements

The program requires the satisfactory completion of 107 credits, a comprehensive examination, a professional practice competency examination, the PRAXIS II: School Psychologist examination, a doctoral dissertation, a yearlong internship, and two, year-long, 3 days/week field placements. Upon completion of 66 credits, the third year field placement, and the comprehensive examination, students will be awarded the M.S. in School Psychology (after the third full year). This allows the student to qualify for a New York State School Psychology Certificate that authorizes practice as a school psychologist in the school system (See section R1 for additional information). Upon completion of 107 credits and all additional requirements outlined above, students will be awarded the Psy.D. in School Psychology (after the fifth year). This qualifies the student to sit for the New York State Psychology Licensing exam (see section R2 for additional information). See section R3 for foreign student information.

K. Student Work Policy

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

L. Malpractice / Professional Liability Insurance

Upon commencing course work in year one of the school psychology program, it is strongly recommended that all students purchase some form of malpractice or professional liability insurance. Given the applied nature of the program, it is in the students’ best interest to protect themselves against any unforeseen lawsuits. The University Policy covers students if they are doing professional work that is part of their degree requirements.

Insurance packages for psychology graduate students are readily available through the National Association for School Psychologists (NASP) and the American Psychological Association (APA). As of September, 2005, insurance packages through either organization cost $35 per 12 months of coverage. Each organization provides additional information and application packages on their respective websites. To access NASP, go to www.nasponline.org. To access APA, go to: www.apa.org.

M. Academic Integrity

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

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

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

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

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

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

N. University Policy on Harassment and Discrimination

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

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

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

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

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

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

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

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

A complete copy of the University’s policy against discrimination, discrimination-related harassment, sexual harassment, and related complaint procedures is available in the St. John’s University Student Handbook. A copy of this handbook is available on the internet and the University’s policy can be accessed at the following web address: www.stjohns.edu/campus/handbook/chapter6/grievances.
O. University Guidelines Determining Eligibility for Services for Students with Disabilities

St. John’s University students requesting accommodations for a disability must present documentation of the disability to the Student Life Administrator on the appropriate campus for verification of eligibility. On the Queens campus, students should contact the Associate Dean of Student Services at (718) 990-6568 or see the webpage http://www.stjohns.edu/campus/handbook/chapter6/disabilities.sju.

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

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

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

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

A student who is dissatisfied with the decision for accommodation granted has the right to appeal the decision in accordance with the University's "Policy Against Discrimination and Sexual Harassment and Related Grievance Procedures". The Student Life Administrator may be contacted regarding specific documentation required or for explanation of this policy.

P. International Students

All foreign students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and have the official results sent directly to St. John’s (the code for St. John’s, Queen’s Campus is #2799). The minimum required TOEFL score is as follows: 213 for computer-based testing, 550 for paper-based testing. Applicants who meet other admissions
criteria but have TOEFL scores that fall below the University standards may be conditionally accepted contingent upon completion of the Intensive English Program (IEP). Note that no course credits are awarded for the IEP. Once admitted, applicants must also take St. John’s University’s English Placement Test.

Q. Grievance Policy

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

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

2. If the student is not satisfied with the results of the informal meeting, or is not comfortable communicating directly with the person with whom he or she has a grievance, then the student should arrange a meeting with and speak to his or her faculty advisor or the immediate supervisor above the level of the individual.

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

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

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

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

The procedures for the handling and remediation of any noted difficulties in progress will also be communicated directly to the student as follows: Progress is reviewed annually at a meeting of the entire program faculty. The faculty review student transcripts, grades, and supervisor ratings in making a determination regarding performance and overall progress in the program and document their findings on the Student Progress Report. A copy of this report and a letter explaining its significance is then mailed to the permanent address of each student. Faculty also monitor student progress in an ongoing manner via performance in coursework or supervision in practica during each semester.

Ongoing monitoring provides an opportunity to address concerns that may arise suddenly without having to wait until the annual review. The manner in which any identified concerns or problems are managed is as follows: If an annual or ongoing review indicates particular concerns or unsatisfactory progress in any area, it is required that the faculty advisors arrange a meeting with the student to discuss the issues that have been noted. If, in the opinion of the faculty advisor or faculty as a whole, the concerns warrant formal action or remediation, a recommended improvement plan will be developed jointly by the student and faculty advisor and, as appropriate, in consultation with any faculty members familiar with the areas in which the difficulties are noted. The plan will be given to the student in writing by the faculty advisor and offered as a recommendation for improving performance. In the event that satisfactory progress is not attained by the next scheduled review or end of the semester, the faculty will meet and develop jointly a new recommended improvement plan. The faculty advisor will again meet with the student and present the plan, which may include, but is not limited to, repeating coursework, delays in starting intern/externships, extra-curricular training, or termination from the program. Exceptions to these procedures are allowed in cases where students have engaged in particularly egregious conduct, for example ethical or legal misconduct, actual or threatened physical or verbal aggression, academic dishonesty, and the like, in which case a student may be referred by any faculty member directly to the appropriate administrative level to face disciplinary actions in accordance with university policies.
IV. STRUCTURE OF THE SCHOOL PSYCHOLOGY PROGRAM

A. Schedule for Full-Time Students: General Track

FIRST YEAR FALL SEMESTER

608 - Statistical Design in Research 3 credits
661 - Psychoeducational Assessment I 3 credits
665 - Introduction to School Psychology 3 credits
Either 617 - Cognitive Psychology
OR 616 - Principles of Learning 3 credits
695 - Research Colloquium 0 credits (12 credits)

FIRST YEAR SPRING SEMESTER

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

FIRST YEAR SUMMER SEMESTER (optional)

761 - Psychological Assessment Practicum I 3 credits

SECOND YEAR FALL SEMESTER

715 - Assessment, Diagnosis, & Remediation of Learning Disabilities 3 credits
Either 726 - Psychopathology Across the Lifespan I
Or  727 - Psychopathology Across the Lifespan II 3 credits
761 - Psychological Assessment Practicum I 3 credits
Either 716 - Psychoeducational Consultation
Or  749 - Behavior Therapy: Assessment, Treatment & Consultation 3 credits
622 - Social Psychology 3 credits
695 - Research Colloquium 0 credits (39 credits)

1 Students may take 761 in the summer following the completion of their first year of studies in order to assist with satisfying the testing case requirement. Students who register for 761 in the summer will register for 762 in the fall of their second full time year. Students will work in the Center for Psychological Services and Clinical Studies and other university approved sites for external practica.

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

659 - Psychological Measurement & Scaling  
648 - Physiological Psychology  
Either 716 - Psychoeducational Consultation  
Or 749 - Behavior Therapy: Assessment, Treatment & Consultation  
Either 726 - Psychopathology Across the Lifespan I  
Or 727 - Psychopathology Across the Lifespan II  
762 - Psychological Assessment Practicum II^3  
695 - Research Colloquium  

(Total credits after the second year - 54 credits)

THIRD YEAR FALL SEMESTER

615 - Research Methods in School Psychology  
752 - School Psychology Internship Seminar I: Professional Issues^4  
Elective  
Elective  
695 - Research Colloquium  

(66 credits)

THIRD YEAR SPRING SEMESTER

623 - Developmental Psychology I  
627 - Cultural Diversity in Psychological Services  
753 - School Psychology Internship Seminar II: Psychological Interventions^4  
Elective  
695 - Research Colloquium  

(Total credits after the third year - 78 credits)

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

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

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

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

763 - School Psychology Intervention Practicum I\(^5\) 3 credits

FOURTH YEAR FALL SEMESTER

650 - History and Systems 3 credits
754 - School Psychology Seminar III: Supervision and Advanced Clinical Interventions to meet the Mental Health Needs of Students and Field Placement\(^3\) 3 credits
764 - School Psychology Intervention Practicum II\(^6\) 3 credits
Elective 3 credits
695 - Research Colloquium 0 credits

(81 credits)

FOURTH YEAR SPRING SEMESTER

624 - Developmental Psychology II 3 credits
755 - School Psychology Internship Seminar IV: Exploration of Current Research and Controversies in School Psychology and Field Placement\(^6\) 3 credits
765 - School Psychology Intervention Practicum III\(^5\) 3 credits
950 - Doctoral Research 3 credits
695 - Research Colloquium 0 credits

(93 credits)

Students must have successfully defended their dissertation proposal by May 1\(^{st}\) of their fourth year in order to go on internship beginning in July or September of their fifth full year in the program.

FIFTH YEAR FALL SEMESTER

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

(106 credits)

FIFTH YEAR SPRING SEMESTER

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

(Total credits after the fifth year - 107 credits)

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

\(^6\) Students will be required to spend three days per week in a clinical setting working under a Licensed Doctoral Level Psychologist.
B. Bilingual Program

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

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

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

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

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

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

2. The following four courses in the program were altered to reflect material required by the New York State Department of Education for Bilingual Certification:
   a. Developmental Psychology (PSY 623) includes more discussion of cross-cultural perspectives in child development.
   b. Interviewing and Case Formulation (PSY 666) includes readings in counseling and interviewing culturally diverse children.
   c. Child and Adolescent Personality Assessment I (PSY 671) includes instruction on the use of a new personality test standardized with African American and Hispanic youth (the TEMAS).
d. School Psychology Internship Seminar I (PSY 752B) includes instruction on the State Education Department’s regulations concerning the assessment and placement of bilingual children.

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

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

1. Schedule for Bilingual Students

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

**FIRST YEAR FALL SEMESTER**

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<th>Course Title</th>
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<td>Statistical Design in Research</td>
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<tr>
<td>661</td>
<td>Psychoeducational Assessment I</td>
<td>3</td>
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<tr>
<td>665</td>
<td>Introduction to School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Either 617</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OR 616</td>
<td>Principles of Learning</td>
<td>3</td>
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<tr>
<td>695</td>
<td>Research Colloquium</td>
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(12 credits)

**FIRST YEAR SPRING SEMESTER**

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<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Multivariate Analysis for Psychological Research</td>
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<tr>
<td>662B</td>
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<td>3</td>
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<td>666</td>
<td>Interviewing &amp; Case Formulation</td>
<td>3</td>
</tr>
<tr>
<td>671</td>
<td>Childhood &amp; Adolescent Personality Assessment I</td>
<td>3</td>
</tr>
<tr>
<td>695</td>
<td>Research Colloquium</td>
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</table>

(12 credits)

**SECOND YEAR FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>715</td>
<td>Assessment, Diagnosis, &amp; Remediation of Learning</td>
<td>3</td>
</tr>
<tr>
<td>Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Either 726</td>
<td>Psychopathology Across the Lifespan I</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>Psychopathology Across the Lifespan II</td>
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(Total credits after first year - 24 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>761B</td>
<td>Psychological Assessment Practicum I - Bilingual</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Either 716 - Psychoeducational Consultation</td>
<td></td>
</tr>
<tr>
<td>Or 749</td>
<td>Behavior Therapy: Assessment, Treatment &amp; Consultation</td>
<td>3 credits</td>
</tr>
<tr>
<td>729</td>
<td>Psycholinguistics &amp; Practice of School Psychologists with Culturally &amp; Linguistically Diverse Populations</td>
<td>3 credits</td>
</tr>
<tr>
<td>695</td>
<td>Research Colloquium</td>
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(39 credits)

### SECOND YEAR SPRING SEMESTER

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>659</td>
<td>Psychological Measurement &amp; Scaling</td>
<td>3 credits</td>
</tr>
<tr>
<td>648</td>
<td>Physiological Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Either 716 - Psychoeducational Consultation</td>
<td></td>
</tr>
<tr>
<td>Or 749</td>
<td>Behavior Therapy: Assessment, Treatment &amp; Consultation</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Either 727 - Psychopathology Across the Lifespan II</td>
<td></td>
</tr>
<tr>
<td>Or 726</td>
<td>Psychopathology Across the Lifespan I</td>
<td>3 credits</td>
</tr>
<tr>
<td>762B</td>
<td>Psychological Assessment Practicum II - Bilingual</td>
<td>3 credits</td>
</tr>
<tr>
<td>695</td>
<td>Research Colloquium</td>
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</table>

(Total credits after the second year - 54 credits)

### THIRD YEAR FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>615</td>
<td>Research Methods in School Psychology</td>
<td>3 credit</td>
</tr>
<tr>
<td>752B</td>
<td>Bilingual School Psychology Internship Seminar I: Professional Issues Bilingual</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>695</td>
<td>Research Colloquium</td>
<td>0 credits</td>
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(66 credits)

### THIRD YEAR SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>623</td>
<td>Developmental Psychology I</td>
<td>3 credits</td>
</tr>
<tr>
<td>627</td>
<td>Cultural Diversity in Psychological Services</td>
<td>3 credits</td>
</tr>
<tr>
<td>753</td>
<td>School Psychology Internship Seminar II: Psychological Interventions²</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>695</td>
<td>Research Colloquium</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

(Total credits after the third year - 78 credits)

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

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

2 Students will be required to spend three days per week in a school setting working under a Certified School Psychologist who is also a Licensed Psychologist.
Students will receive the Masters of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologists Examination and the Comprehensive Examination.

**THIRD YEAR SUMMER SEMESTER**

763 - School Psychology Intervention Practicum I\(^3\) 3 credits

(81 credits)

**FOURTH YEAR FALL SEMESTER**

622 - Social Psychology 3 credits
754 - School Psychology Internship Seminar III: Supervision and Advanced Clinical Interventions to meet the Mental Health Needs of Students and Field Placement\(^4\) 3 credits
764 - Psychological Intervention Practicum II\(^3\) 3 credits
Elective 3 credits
695 - Research Colloquium 0 credits

(93 credits)

**FOURTH YEAR SPRING SEMESTER**

650 - History and Systems 3 credits
755 - School Psychology Internship Seminar IV: Exploration of Current Research and Controversies in School Psychology and Field Placement\(^4\) 3 credits
765 - School Psychology Intervention Practicum III\(^3\) 3 credits
950 - Doctoral Research 3 credits
695 - Research Colloquium 0 credits

(Total credits after the fourth year - 105 credits)

Students **must** have successfully defended their dissertation proposal by May 1\(^{st}\) of their fourth year in order to go on internship beginning in July or September of their fifth full year in the program.

**FIFTH YEAR FALL SEMESTER**

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

(106 credits)

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

\(^4\) Students will be required to spend three days per week in a clinical setting working under a Licensed Doctoral Level Psychologist.
FIFTH YEAR SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>906 - Internship II</td>
<td>0</td>
</tr>
<tr>
<td>950 - Doctoral Research</td>
<td>1</td>
</tr>
<tr>
<td>(If NOT on Internship)</td>
<td>3</td>
</tr>
<tr>
<td>695 - Research Colloquium</td>
<td>0</td>
</tr>
</tbody>
</table>

(Total credits after the fifth year - 107 credits)

C. Schedule for Students with Advanced Standing

Students admitted with a Masters in School Psychology and a permanent or provisional certification in school psychology can be admitted with advanced standing. These students will be required to take 50 credits. If the student’s masters did not include courses that are required for licensure as a psychologist in New York State, the student will be required to substitute these courses for his or her electives. In addition, the student’s elective courses may be used to take courses that the Program Director deems were deficient or absent in their School Certification education. They must take courses that exist in our program if they did not have equivalent courses in their masters/certification program. Courses required for licensure include: Social (Psy 622) or Cross-Cultural (Psy 625); Learning (Psy 616) or Cognition (Psy 617); Physiological (Psy 648) or Biological bases; Scaling and Measurement (Psy 659); and Research Methods (Psy 615).

FIRST YEAR FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>608 - Statistical Design in Research</td>
<td>3</td>
</tr>
<tr>
<td>754 - School Psychology Seminar III: Supervision and Advanced Clinical Interventions to meet the Mental Health Needs of Students and Field Placement</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>695 - Research Colloquium</td>
<td>0</td>
</tr>
</tbody>
</table>

(12 credits)

FIRST YEAR SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>614 - Multivariate Design &amp; Analysis for Psychological Research</td>
<td>3</td>
</tr>
<tr>
<td>624 - Developmental Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>695 - Research Colloquium</td>
<td>0</td>
</tr>
</tbody>
</table>

(24 credits)

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


**FIRST YEAR SUMMER SEMESTER**

- 763 - School Psychology Intervention Practicum III\(^2\)  
  3 credits

(Total credits after first year - 27 credits)

**SECOND YEAR FALL SEMESTER**

- 650 - History and Systems  
  3 credits
- 764 - School Psychology Intervention Practicum II\(^2\)  
  3 credits
- Elective  
  3 credits
- 695 - Research Colloquium  
  0 credits

(36 credits)

**SECOND YEAR SPRING SEMESTER**

- 627 - Cultural Diversity in Psychological Services  
  3 credits
- 950 - Doctoral Research (3 tuition credits)  
  3 credits
- 765 - School Psychology Intervention Practicum III\(^2\)  
  3 credits
- Elective  
  3 credits
- 695 - Research Colloquium  
  0 credits

(Total credits after second year - 48 credits)

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

**THIRD YEAR FALL SEMESTER**

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

(49 credits)

**THIRD YEAR SPRING SEMESTER**

- 906 - School Psychology Doctoral Internship II  
  0 credits
- 950 - Doctoral Research  
  If on Internship 1 credit  
  (If NOT on Internship 3 credits)
- 695 - Research Colloquium  
  0 credits

(Total credits after third year - 50 credits)

**D. Registration for Doctoral Research Credits**

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

\(^2\) Students will work in the Center for Psychological Services and Clinical Studies and other university approved sites for external practica.
1) If a student is not registered for classes, under extreme special circumstances he or she may request to register for maintaining matriculation and pay an administrative fee. No doctoral research course is required at this time.

2) A student must register for doctoral research up to and including the semester he or she graduates. Prior to the semester in which the student plans to go on their final full-time internship experience, the student must register for PSY 950 (3 credits).

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

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

5) Once internship is complete, students must register for 3 credit doctoral research (PSY 950) up to and including their graduation semester.

E. Description of Required Courses

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

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

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

616  PRINCIPLES OF LEARNING
An examination of animal research in classical and operant conditioning. Includes discussion of reinforcement, stimulus control, punishment, and other topics relevant to experimental analysis
of behavior. Credit: 3 semester hours.

617 COGNITIVE PSYCHOLOGY
The many controversies in the field of learning will be evaluated from a cognitive point of view. The course will focus upon problems in verbal learning and memory. Credit: 3 semester hours.

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 I
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.

624 DEVELOPMENTAL PSYCHOLOGY II
Prerequisite: PSY 623 or permission of the instructor. An in-depth analysis of theories and research on cognitive and socio-emotional development. Credit: 3 semester hours.

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

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

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

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

659 PSYCHOLOGICAL MEASUREMENT AND SCALING
Theories of measurement, scaling, and test construction in psychology, including issues of validity and reliability. Scaling models are discussed in relation to attitudes, abilities, psychophysics, and psychometrics. Credit: 3 semester hours.
661  PSYCHOEDUCATIONAL ASSESSMENT I
Administration, scoring, theoretical interpretation, psychometric and qualitative characteristics, and comparative analysis of contemporary scales of intelligence and cognitive ability test batteries serve as the basis for this course. Emphasis will be placed on understanding the role of theory as a foundation for conceptualizing all aspects of assessment, as well as integrating and compiling test results in a psychological report. Test Fee: $100. Credit: 3 semester hours.

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

662B  PSYCHOEDUCATIONAL ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN
Prerequisite: PSY 661 with grade of “B” or higher. Administration, scoring, theoretical interpretation, and psychometric and qualitative comparative analysis of newer cognitive, achievement, and special purpose test batteries - including those available in languages other than English. The use of these tests with bilingual children will be emphasized. Research on the use of standardized tests with culturally and linguistically diverse children will be reviewed and nondiscriminatory assessment strategies will be discussed. Emphasis will be placed on report writing and interpreting cognitive batteries from contemporary theoretical perspectives and the child’s cultural and linguistic background. Test Fee: $100. Credit: 3 semester hours.

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

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

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

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

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

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

726 PSYCHOPATHOLOGY ACROSS THE LIFESPAN I
An overview of the biological, developmental, 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. A practicum experience is required as part of this course. Credit: 3 semester hours.

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

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

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

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

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

761B PSYCHOLOGICAL ASSESSMENT PRACTICUM I - BILINGUAL
Prerequisite: PSY 661 and PSY 662 with grade of “B” or higher. This course includes both classroom presentations (in a seminar style) and completion of psychological assessments of bilingual and mono-lingual children, adolescents, and young adults. The assessments will be conducted at the University’s Center for Psychological Services and Clinical Studies and/or schools serviced by the Center's staff. Prior to meeting with a parent or child, students will consult with their instructor to determine the assessment strategy and instruments to be used. For each case, students will perform an assessment, develop a case formulation, construct treatment recommendations, prepare a written report, provide a feedback conference to the appropriate person(s), and present any ethical or legal issues that arise. All of these activities are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Students are required to maintain logs (provided by the Program) detailing their hours and client information. Credit: 3 semester hours.

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

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

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

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

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

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

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

950 DOCTORAL RESEARCH
Original research leading to the doctoral degree. Doctoral candidates must register for this course in the spring semester of their fourth year. Once enrolled in this course, students must remain continuously enrolled in it until they graduate. Credits: Three (3) credits except when students are on internship and enrolled in PSY 905 or 906 - when it will be 1 credit. The course identification numbers for PSY 950 are as follows: 75163 for three (3) credits and 75134 for one (1) credit.

F. Electives

Electives in the Psychology Department include the following:
PSY 606 Perception I
PSY 607 Perception II
PSY 619 Multivariate Statistics
PSY 626 Psychology of Women
PSY 630 Personality Theories
PSY 631 Psychoanalytic Psychotherapy I
PSY 632 Psychoanalytic Psychotherapy II
PSY 635 Objective Personality Tests
PSY 669 Advanced Rorschach
PSY 696 Independent Research
PSY 717 Instructional Assessment and Academic Interventions
PSY 737 Hypnosis and Biofeedback Workshop
PSY 751 Interventions with Developmental Disabilities
PSY 760 Marital and Family Therapy
PSY 835 Neuropsychological Assessment
PSY 838 Addictive Behavior
PSY 843 Child and Adolescent Psychotherapy
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 up to three (3) electives outside of the psychology department with the
approval of the Program Director or their advisor. Any graduate course in the University can be an elective. The core School Psychology Faculty has reviewed the course offerings and recommends that electives outside the Psychology Department be chosen from the following list.

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

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

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

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

**Department of Human Services & Counseling**

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

Students are strongly encouraged, but not required, to use three (3) of their electives (9 credits) to develop a concentration in an area of study. These elective concentrations will appear as such on the student’s transcript.

(1) Psychological Interventions - Students who choose this concentration should select three courses from the following:
- PSY 631 Psychoanalytic Psychotherapy I
- PSY 632 Psychoanalytic Psychotherapy II
- PSY 717 Instructional Assessment and Academic Interventions
- PSY 751 Interventions with Developmental Disabilities
- PSY 760 Marital and Family Therapy
- PSY 843 Child and Adolescent Psychotherapy
- PSY 845 Group Therapy
- PSY 850 Cognitive Psychotherapies

(2) Juvenile Delinquency - Students who choose this concentration must select the following three courses:
- SOC 117 Family Violence
- SOC 119 Juvenile Delinquency
- SOC 131 Sociology of Youth
- SOC 147 Personality, Culture and Society
- SOC 227 Criminology

(3) Child Language Disorders - Students who choose this concentration should select three courses from the following:
- SPEECH 203 Models of Language and Behavior
- SPEECH 318 Developmental Language Disorders
- SPEECH 320 Language Based Learning Disabilities
- SPEECH 321 Speech Language Assessment & Intervention for Infants, Toddlers, and the Preschool Child

(4) Educational Administration and Law - Students who choose this concentration should select three courses from the following:
- EDU 5415 Introduction to Educational Administration
- EDU 5418 Administrative Theory in Education
- EDU 5471 Leadership in Instructional Supervision
- EDU 5571 Administrative Leadership
- EDU 5651 School Community Relations in Education
- EDU 5741 Finance of Education
- EDU 5791 Legal Aspects of the Administration of Schools
- EDU 5795 Student and Teacher Rights in Administration of Schools
EDU 5811 Administration and Supervision of Special Education Services
EDU 7232 Individualization: Prescribing for Student Learning Styles

(5) Reading - Students who choose this concentration should select three courses from the following:
EDU 3230 Diagnosis & Recommendations for Literacy Performance
EDU 3240 Literacy and Assessment Strategies for Diverse Learners
EDU 3264 Teaching Literacy through Literature (Birth through Grade 6) in General and Inclusive Settings
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas
EDU 3274 Innovative Approaches to Thinking and Literacy Development for the Gifted Learner
EDU 3278 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities B-12

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

(7) Neuropsychology - Neuropsychology is the study of brain-behavior relationships. Students interested in this concentration should discuss with a faculty member the requirements for diplomate certification from the ABPP in neuropsychology. Students can enroll in this concentration only with the approval of the Program Director. Students who choose this concentration must take the specific courses listed and have less choice than other concentrations. These courses help students meet the academic requirements set by the American Board of Professional Psychology for the Diplomate in Clinical Neuropsychology.
PHS 239 Functional Neuroanatomy and Neuropathology
   (Department of Pharmaceutical Sciences. This course has prerequisites of undergraduate courses in anatomy and physiology)
SPEECH 329 Neuroanatomy and Neuropathology of the Speech System
PSY 835 Neuropsychological Assessment
PSY 861 Psychopharmacology or CPP 216 Psychotherapeutics (Department of Clinical Pharmacy Practice)

(8) Family Studies - Students who choose this concentration must select the following three courses:
PSY 760 Marital and Family Therapy
SOC 121 Sociology of the Family
SOC 117 Family Violence
(9) Bilingual / Multicultural Education - Students who choose this concentration must select the following three courses:
EDU 9003 Teaching English to Speakers of Other Languages: Reading and Language Arts
EDU 9005 Teaching English to Speakers of Other Languages: Theory and Practice
EDU 9007 Teaching Strategies in the Bilingual Classroom: Reading and Language Arts

(10) Management & Organizational Development - Students who choose this concentration should select three courses from the following:
MGT 223 Human Resource Management
MGT 232 Innovations in Organizational Behavior
MGT 280 Organizational Development: Managing for Change
MGT 285 Managing and Staffing Virtual Organizations
MGT 290 E-Commerce Impacts on Organizations
MGT 295 Seminar in Human Factors in MIS Development, Diffusion, and Use

H. First Year Research and Community Service Commitments

1. Research Commitment
The School Psychology Program at St. John's University follows a tripartite model: practitioner-scholar-scientist. This model assumes that practicing psychologists must base their professional activities on a scholarly understanding of human behavior, child development, and the social and cultural influences on behavior. The scholarly ability to evaluate theory and research and the practical ability to turn such academic knowledge into specific practice behaviors are the core values that form the basis for the program. Given the importance of these skills and to further encourage students to participate in research, the graduate program in school psychology has adopted a research component for first year graduate students.

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

2. Community Service Commitment
St. John's is a Vincentian University, inspired by St. Vincent de Paul's compassion and zeal for service. In the Vincentian tradition, we seek to foster a worldview and to further efforts toward global harmony and development by creating an atmosphere in which all may imbibe and embody the spirit of compassionate concern others so characteristic of Vincent. The purpose of the community service program is to provide St. John’s Graduate Students in School psychology an opportunity to connect with the local community, and provide needed volunteer service to disadvantaged communities that uses the students’ strengths, academic knowledge and skills.
Students enrolled in one of the graduate programs in School psychology will complete 30 community service hours in their first year of attendance. Part-time students may do so over the course of two semesters. Community service activities may be, but are not required to be, related to the field of school psychology. Students may not use a current position through which they are employed for community service hours. Students are required to complete a Community Service Placement Information Form, keep a copy for their portfolio for Psychology 665 and turn a copy in to the Program Director. See Appendix B for Community Service Contract.

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

I. Experiential Learning Coursework

1. First Year Courses
   Interviewing and Case Formulation (PSY 666):
   Students will learn the process of intake interviewing with children, parents, and teachers to determine the nature of a psychological problem and will receive instruction and supervision in conceptualizing cases. Students will practice interviews with one another, interview parents or teachers, conduct a formal observation of a student, and write case reports based on data.

   Psychoeducational Assessment I and II (PSY 661, PSY662, PSY662B):
   Students will conduct comprehensive cognitive assessments on volunteer clients. In PSY 661, each student will be required to assess individuals using current psychological tests and instruments. Additionally, students will be required to design and administer three comprehensive assessments following state-of-the-art principles and procedures. Each student will compile the results of these evaluations in a written psychoeducational report. In PSY 662 and 662B, students will assess two individuals using the most current and psychometrically defensible cognitive and achievement test batteries. In addition, each student will design and administer an assessment reflecting current methodology and practice using one or more of the intelligence tests introduced in this course (or PSY 661). The purpose of this assessment is to encourage the use of cross-battery assessment (XBA) procedures that tailor assessments directly to referral concerns and lead directly to relevant interventions. A secondary purpose is to encourage the use of contemporary theory and research in the interpretive process. Each student will compile the results of these evaluations in a written psychoeducational report. Since 662B is designed to be the section for students in the bilingual track, it includes an additional focus on tests that are designed for use with culturally and linguistically diverse populations, and emphasizes nondiscriminatory assessment procedures. Students in PSY 662B
will be responsible for conducting a comprehensive assessment of a culturally or linguistically diverse individual.

An assessment lab will supplement each assessment course (i.e., PSY 661 and PSY 662/662B). These labs will meet for one hour each week and are taught by advanced level School Psychology graduate students. In lab, students will gain practical "hands on" experience using the most recent versions of commonly used psychoeducational assessment tools, including intelligence (IQ), achievement, and special purpose tests. Lab sessions include instruction in the administration and scoring of these tests. To effectively understand the testing process and gain experience in test use, students are required to administer each test to volunteers, who are solicited by the students. A competency exam is administered as part of the labs for both 661 and 662/662B to ensure that students are able to administer and score intelligence and achievement tests accurately. See Appendix T for the University testing kit policy.

2. Second Year Courses

Psychological Assessment Practicum I and II (PSY 761, 762):
During the second year students will register for two semesters of practicum. The practicum runs as a course with clearly defined weekly meeting times. Students are responsible for attending all meetings and are required to be present for the discussions of all the cases presented by their peers. In total, students are responsible for completing six testing cases across the two semesters (PSY 761, PSY 762) under the supervision of a psychologist. The services provided in the practicum are coordinated by and supervised through the Center for Psychological Services and Clinical Studies. Students are required to complete psychological evaluations in the outpatient clinic maintained by the Center and to provide School Psychological Services to training sites arranged by the Center. Among these, the school provides these services in a variety of inner-city culturally diverse schools that have a working relationship with the Center for Psychological Services. It is the goal of the School Psychology Program and the Center to have students gain experience in diverse settings. Completion of professional responsibilities during practicum and ratings by practicum supervisor will be utilized in determination of course grade. Students are required to maintain logs (provided by the Program) detailing their hours and client information.

In order to assist students with satisfying the six testing case requirement, students may opt to start seeing clients over the summer following completion of their first year of studies (must have successfully completed PSY 661 and PSY 662). Students will be assigned a supervisor and will register for PSY 761.

During the practicum students will acquire the following experiences:

1) Students will gain experience with the referral process for clinical and school psychological services.

2) Students will gain practical experience in the ethical issues and strategies for resolution of ethical conflicts that may occur in providing psychological services.

3) Students will gain experience in choosing the best assessment strategies, inventories, and
interviewing techniques to complete a comprehensive psychological evaluation.

4) Students will gain experience investigating the reason for referral and the different perspectives from the school administration, teachers, parents and child.

5) Students will gain experience administering intellectual, academic, personality, behavioral, family and systemic assessment instruments, and in conducting classroom observations.

6) Students will gain experience scoring assessment instruments and integrating findings in a psychological report.

7) Students will gain experience developing treatment recommendations and placement recommendations based on the assessment data.

8) Students will gain experience writing reports that present, integrate and interpret the assessment data and offer recommendations.

9) Students will gain experience providing feedback on the results of their evaluations and recommendations to parents.

10) Students will gain experience providing feedback on the results of their evaluations and recommendations to teachers.

11) Students will gain experience consulting with parents and teachers.

12) Students will gain experience in learning about the community resources that can meet the needs of the child and help carry out the recommendations.

13) Students will gain experience communicating their assessment conclusions and recommendations to other agencies.

Behavior Therapy: Assessment, Treatment, & Consultation (PSY749):
Students will meet with a client once a week for 30-40 minutes. This experience will occur at an elementary, middle or high school where a St. John’s University School Psychology supervisor or program alumni will serve as the supervisor. Weekly sessions for the semester are expected and students will submit case notes of the counseling case to their on-site supervisor. Completion of professional responsibilities and ratings by placement supervisor will be utilized in determination of course grade.

Assessment, Diagnosis & Remediation of Learning Disabilities (PSY715):
Students will conduct one comprehensive assessment on a volunteer client in accordance with a modern theory-based, operational definition of LD. Each student will be required to present these cases in class.

Psychoeducational Consultation (PSY716):
Students will meet with a volunteer consultee once a week for 30-40 minutes. The consultee should be a family member or school personnel who directly works with the student(s). A minimum of 5 sessions is required. Students will submit a weekly log of the interaction during the consultation session. A good consultation makes use of objective data. Students will attempt to audiotape these sessions. These tapes may be reviewed during the semester to deal with problematic matters or identify exceptional consultation. Students come to each session with an audiotape cued to a point of concern or a point where they demonstrate strong consultation skills. Completion of professional responsibilities and ratings by placement supervisor will be utilized in determination of course grade.

3. Fourth Year Courses

School Psychology Intervention Practicum I, II, and III (PSY 763, 764, 765)

In the fourth year, the program requires students to register for PSY 763, 764, and 765 - Psychological Intervention Practica I, II, and III, respectively. Students will provide psychological services through the Center for Psychological Services and Clinical Studies or other placements determined by the program. Students will meet for group supervision three hours a week with a faculty member. As in the second year, the practicum runs as a course. Students' responsibilities include attending all meetings for the discussion of all cases presented by their peers. Again, the services provided in the Center for Psychological Services and Clinical Studies will coordinate the practicum. Students will provide psychological counseling, therapy, and consultation in the Center's outpatient clinic. Students will also provide school psychological services to training sites arranged by the Center. Completion of professional responsibilities and ratings by practicum supervisor will be utilized in determination of course grade. Students are required to maintain logs (provided by the Program) detailing their hours and client information.

During this practicum the students will increase their knowledge and skills in the following areas:

1) Students will develop realistic treatment plans based on the assessment information.

2) Students will develop therapeutic alliances with children, their parents, and the personnel from the child's school.

3) Students will gain experience negotiating clear, explicit goals of interventions.

4) Students will gain experience monitoring the progress of therapeutic alliances during intervention.

5) Students will gain experience monitoring the progress of treatment goals during intervention.

6) Students will gain experience assessing blocks to successful treatments and plan strategies to overcome these barriers.

7) Students will gain experience renegotiating treatment goals after clients meet initial goals.
8) Students will gain experience in the termination process of psychological interventions.

9) Students will gain experience in the development of strategies to assist clients in maintaining gains after termination.

The services provided to children, adolescents, and their families in this practicum will include:
1) Behavioral family therapy for behavioral and academic problems

2) Brief, individual, cognitive-behavior therapy for emotional or behavioral problems

3) Academic consultation with the parents to improve school/family collaboration

4) Remediation of academic or information processing deficits through the teaching of self control skills, homework skills, the development of meta-cognitive strategies, and cognitive training.

J. St. John's University Center for Psychological Services and Clinical Studies

The University's commitment to quality training in professional psychology resulted in the Center for Psychological Services and Clinical Studies. The Center is located a short distance from campus on Union Turnpike. The Center provides training for students enrolled in the Clinical Psychology and School Psychology programs. Students gain experience providing psychological assessments to clients in the community or to students at one of the satellite settings. All students must do at least one case per semester in a school placement set up through the Center. A staff member of the Center, who is a school psychologist, will always accompany students. Presently, Drs. Renee Clauselle and Florence Sisenwein serve in this capacity. While at these schools, Dr. Clauselle coordinates all of the students' activities.

Upon approval of the Program Director, students may also meet the one case per semester criteria by providing services in the school districts of the Center’s supervising instructors. In past years, students have worked in the Baldwin Union Free School District, the Farmingdale Union Free School District, and the North Merrick Elementary School District.

Students will work very closely with their supervisors in all aspects of the assessment process, including consultation with parents and school staff. Students are to refer to their individual course syllabi (PSY 761, 762, 761B, 762B) for the details of the practicum supervision. An important aspect of this training includes an emphasis on the professional growth of the student. Students must always conduct themselves with the utmost professionalism while at the Center and dress and behave in a way that encourages respect. The Ethical Standards for Psychologists established by the American Psychological Association and the Ethical and Religious Directives for Catholic Health Facilities are important guidelines with which to become familiar as the center upholds these principles. These guidelines are found at: www.usccb.org/bishops/directives.html
The practicum supervisors, who serve as instructors for the School Psychology practicum courses have been and will continue to be school psychologists with relevant experience. The supervisors all have adjunct faculty appointments at St. John's. Each practicum supervisor has a doctoral degree, a State of New York psychology license, and New York State certification as a School Psychologist.

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

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

In accordance with NYS Law, students must be fingerprinted to begin their third year field placement. It is recommended that students complete the fingerprinting process in the spring of their second full year. Students may work with the Field Placement Coordinator and their internship site to obtain information regarding fingerprinting.

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

To satisfy the third-year field placement requirements, students must work three full days per week, per semester, or at least 750 clock hours. The student is expected to work throughout the entire academic school year of the district. This placement must occur in a public or private school setting. Internship sites may be in urban or suburban educational facilities or agencies encompassing either elementary (Kindergarten through 5th Grade), middle (6th through 8th Grade), or high (9th through 12th Grade) school levels. Students must have their placement approved by the Program Director or the Coordinator of Field Placements. A decision to leave an internship placement is left to the Coordinator of Field Placements in consultation with the Program Director. Such a decision can be made only if an alternate placement will educationally benefit the student.

Initiation or resignation of any internship/externship without the approval of the Coordinator of Field Placements and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program. Students cannot contact an alternate placement or discuss leaving their current placement without first getting the approval of the Coordinator of Field Placements and/or the Program Director.
The third-year field placement provides an opportunity for students to exercise their professional skills. During this placement, students’ experiences should include all of the following: 1) assessment of children including, initial referrals, screenings, and annual and triennial evaluations; 2) teacher and parent consultation; 3) direct and indirect intervention such as individual or group counseling; and 4) participation in student case presentation to the district Committee on Special Education.

Students must complete an 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. Students must also submit a report showing the monthly summary for all activities to their respective professors in PSY 752 and 753. This is necessary to insure that the student receives full credit toward the 750 clock hour requirement. Signatures from both the supervisor and student must appear on each monthly summary record. It is the student’s responsibility to keep this log and to have it signed by the supervisor. Failure to keep the log may result in the student not receiving credit for his or her time and an “incomplete” (IN) in the class. Additional time spent after school hours in such activities as report writing and attending school meetings also counts as hours toward the requirements for the field placement. When schools are closed for holidays or breaks, students may assign 7 hours of work for each of these days on their internship logs. Students must assign these hours to log categories that are not dependent upon school being open (i.e., administration, report writing). The internship log can be found on the internet at http://facpub.stjohns.edu/~ortizs/files.

The evaluation of internship sites by the School Psychology Graduate Program is strict and involves great scrutiny and quality control. The procedure normally begins when schools contact the Program Director with a request for interns. The department accepts internship sites based on knowledge of the internship supervisor, his or her reputation as a competent and ethical professional among peers in the local community, and his or her holding of a valid license and certification as a School Psychologist. In addition, the school psychology faculty or the Coordinator of Field Placements visits internship sites regularly and maintain telephone contact or in-person contact throughout the internship. Internship supervisors must hold a doctoral degree in psychology, a psychology license, and school psychology certification. At the beginning of the internship year, the department mails each field placement supervisor a contract and planning form (see Appendices). The supervisor and the student meet to outline the tasks and experiences that the student will participate in during the year. The supervisor must indicate (on the planning form) that students (a) will participate in appropriate amounts of consultation, counseling, and assessment and (b) will receive a minimum of two hours of direct supervision per week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. Both the supervisor and student will sign a contract outlining their responsibilities. The contract outlines the supervisor's responsibilities to the student. During the PSY 752/753 course sequence, students discuss their experiences and ways in which their school districts deal with typical problems such as crisis intervention, suicidal emergencies, and parents who disagree with CSE recommendations. At the end of the fall and spring semesters, the supervisors evaluate the
students. Completion of professional responsibilities while on placement and ratings by placement supervisor will be utilized in determination of course grade. At the conclusion of the year, students complete evaluations of their internship site and supervisor. These forms can be obtained from the Departmental Secretary.

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

1. Students will become familiar with the various roles of practicing School Psychologists.
2. Students will learn the organizational functioning, administration, implementation of policies, and politics of schools and school districts.
3. Students will gain experience in the process of special education referral, evaluation, placement, and remediation (e.g., developing IEPs, presenting to the district’s Committee on Special Education).
4. Students will become knowledgeable about the process of regular education.
5. Students will become acquainted with community resources that support school psychological services.
6. Students will gain experience in various assessment techniques including: initial interviews with children and parents, interviewing parents and teachers to assess the nature of the referral, intellectual assessment, academic assessment, emotional and social assessment, behavioral observation and assessment, classroom observations, and curriculum-based assessment.
7. The student will gain experience and develop competence in clinical diagnostic interviewing.
8. The student will gain experience and develop competence in providing consultation services (i.e., to parents, teachers, and other school personnel).
9. Students will gain experience and develop competence in both regular and crisis intervention skills and/or strategies (e.g., how policies are constructed, carried out, and evaluated).
10. Students will gain experience and become proficient in writing comprehensive psychoeducational reports to articulate their assessments and recommendations.
11. Students will learn to demonstrate accountability for their activities as practicing School Psychologists.
12. Students will learn to evaluate their personal behavior and professional skills, and learn to set goals for self-improvement.
13. Students will gain experience in providing feedback on their assessment and recommendations to children, parents, teachers, and other school personnel.
14. Students will gain experience in counseling school children individually and in groups.
As part of the required coursework for PSY 753, students will be trained according to the National Association of School Psychologists (NASP) crisis prevention and intervention curriculum: PREPaRE (Prevent Reaffirm, Evaluate, Provide and Respond, Examine). PREPaRE provides training on how to best fill crisis team member roles and responsibilities as they relate to the four stages of crisis management: preparedness, prevention, response, and recovery; all of which address the NASP Domain of Training and Practice 2.7: Prevention, Crisis Intervention, and Mental Health.

L. Fourth Year Externship

Students complete this field placement experience while concurrently enrolled in PSY 754 and 755. To satisfy the requirements, students must work three full days per week, per semester, or at least 750 clock hours. These hours will take place at minimum over the course of an academic year. Some agencies may require individuals to sign a 12-month contract. This field placement helps students receive experience with children, adolescents, families, or adults with behavioral, emotional, learning, or other handicapping conditions. Students are placed in a school or agency that services these clients. This can include a BOCES special education program, an agency providing day treatment or residential treatment serving children or adolescents, an inpatient hospital, a mental health clinic, or a school for children with physical disabilities. The placement can also include working closely with a school district Committee on Special Education in the evaluation, placement, planning, and monitoring of services for children with a wide range of disabilities. At the beginning of the externship year the department mails each field placement supervisor a contract (Appendix D) and planning form (Appendix G). The supervisor and the student meet to outline the tasks and experiences that the student will participate in during the year. The supervisor must indicate (on the planning form) that students will participate in appropriate amounts of consultation, counseling and assessment, and will receive a minimum of two hours of direct supervision per week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. Both the supervisor and student will sign a contract outlining their responsibilities. The contract outlines the supervisor's responsibilities to the student. At the end of the fall and spring semesters, the supervisors evaluate the student. At the conclusion of the year, students complete evaluations of their externship sites and supervisors. These forms can be obtained from the Departmental Secretary. Completion of professional responsibilities while on placement and ratings by placement supervisor will be utilized in determination of course grade.

A decision to leave an externship placement is left to the Coordinator of Field Placements in consultation with the Program Director. Such a decision can be made only if an alternate placement will educationally benefit the student. Students cannot contact an alternate placement or discuss leaving their current placement without first getting the approval of the Coordinator of Field Placements and/or the Program Director.
Initiation or resignation of any externship without the approval of the Coordinator of Field Placements and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program.

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

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

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

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

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

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

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

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

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

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

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

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

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

M. Fifth-Year Doctoral Internship for Licensing

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

1. Prerequisites
Students must complete all courses, including three credits of PSY 950; pass the Comprehensive Examination; and be in good academic standing before they can start their internship. Students must also have their dissertation proposal defended and the necessary forms signed and turned in before they will be allowed to continue on to the internship. If a student has arranged an internship and the program discovers that the student has failed to complete any of the above requirements, the student’s enrollment in the internship course (905) will be dropped.

2. APA Approved Internships
Students may apply to an APA approved internship in school psychology. However, very few such internships exist and most of these are out of state. Students may apply to APA approved internships in clinical psychology to meet this requirement. However, only clinical internships that focus primarily on providing psychological services to children, adolescents and their families will be acceptable. Also, students who choose an APA clinical internship must have had both their third and fourth year field placements in an educational setting, that meet the NASP internship requirement (minimum 600 hours of supervised internship or equivalent experience in a school setting) where they experienced the full range of school psychological services. Most agencies that offer internships have very early application deadlines. Students should consult both the American Association of Postdoctoral and Internship Centers (AAPIC) website at http://www.appic.org and The National Match Service Psychology Internship web site at http://www.natmatch.com/psychint/index.html for information about available internships and their application deadlines. Most APA approved internships have application deadlines in November and announce their decisions in the beginning of February for internships that start in July or September.

3. Non APA Approved Internships
Students who do not complete an APA approved internship must complete the application form in Appendix H and submit it to the Program Director or Coordinator of Field Placements for disposition. The internship application form must be typed and submitted by June 15th for a September internship start and by November 15th for a January internship start. If students do not have an internship by this date, they will be assigned one by the field placement coordinator. The field placement coordinator will advise and help students obtain internships. However, neither the faculty, Program Director, Department Chair, Dean, nor the university assumes the responsibility to obtain the internship for the student.

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

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

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

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

Supervisor. A staff member of the agency or district is identified as holding the ultimate clinical responsibility for all the interns’ cases that are supervised. All supervisors must hold a license as psychologists by the New York State Board of Examiners. It is preferable that they hold a certification in school psychology. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting.

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

Supervision Requirements. At least two hours of direct supervision will occur, one hour of which will be provided by the student’s designated mentor. The total time in supervision should account for 10% (150 hours) of the internship.

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

**Contract.** The student will write a description of the internship. The contract will include the goals, content, expectations, quantity and quality of experiences, salary, benefits, and reimbursement for expenses. To satisfy the internship requirements, students must work five full days per week, per semester. However, a traditional academic year usually consists of about 181 days or 1500 clock hours. The internship is intended to lead toward the achievement of the students' career goals and objectives. Such experiences include, but are not limited to, assessment, including initial referrals, screenings, and annual and triennial reevaluations; teacher and parent consultation; direct and indirect intervention; counseling; and participation in student case presentations to the district Committee on Special Education.

Students must complete an internship activity log, which documents the precise time spent at the internship site and the types of experiences encountered each day. This is necessary to insure that the student receives full credit toward the 1500 clock hour requirement. Signatures from both the supervisor and the student must be obtained with each monthly record entry. It is the student's responsibility to keep this log and to have it signed by the supervisor for verification. Failure to keep the log may result in the student not receiving credit for his or her time. Additional time spent after school hours, including such activities as report writing, may also count toward the internship hours. The activity log (monthly and yearly summary) must be turned in to the Coordinator of Field Placements on a monthly basis and at the completion of the internship. At the conclusion of the year, students complete evaluations of their internship sites and supervisors. These forms can be obtained from the Departmental Secretary. The Coordinator of Field Placements will review internship logs for accuracy. Students may not log more than 45 hours per week during weeks that the placement is in session for five days. Students may count 7 hours for each day that a placement is closed due to a holiday or break. Completion of professional responsibilities while on placement and ratings by placement supervisor will be utilized in determination of course grade.

A decision to leave an internship placement is left to the Coordinator of Field Placements in consultation with the Program Director. Such a decision can be made only if an alternate placement will educationally benefit the student.

Initiation or resignation of any internship without the approval of the Coordinator of Field Placements and/or the Program Director may result in delay of placement, the student being placed on probation, or the student being terminated from the program.
Table 1

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>Days</th>
<th>Course Parallel</th>
<th>Clock Hours Handbook</th>
<th>Supervision</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PsyD III</td>
<td>3 Full Days (one school year)</td>
<td>752 753</td>
<td>750&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2 hours</td>
<td>Parallel Clock Hours Handbook Supervision Requirements</td>
</tr>
<tr>
<td>PsyD IV</td>
<td>3 Full Days (2 semesters)</td>
<td>754 755</td>
<td>750&lt;sup&gt;a&lt;/sup&gt;</td>
<td>2 hours</td>
<td>Successful Completion of Comprehensive Exam</td>
</tr>
<tr>
<td>PsyD V</td>
<td>5 Full Days (may begin in July or Sept.)</td>
<td>905 906</td>
<td>1500</td>
<td>2 hours</td>
<td>Course Work Completed Proposal Defended</td>
</tr>
</tbody>
</table>

<sup>a</sup> PsyD 3<sup>rd</sup> and 4<sup>th</sup> year placements must both total 1,500 clock hours

N. Annual Feedback

Each year, the core School Psychology faculty meets to evaluate each student's progress in the program. This is an opportunity to review the students' academic standing, discuss their strengths and areas in which improvement may be required, review their evaluations from practica and externship/internship supervisors, and discuss their overall progress in the program. Students receive written feedback through the Annual Student Progress Report following this meeting. The Annual Student Progress Report is an evaluation sheet that is given to students along with copies of their practica and externship/internship supervisor ratings to provide an overall assessment of their performance. The practica and externship/internship evaluation forms give more specific information about student knowledge and professional skills as compared to the Annual Student Progress Report. The Annual Student Progress Report is a summary of the externship/internship ratings along with faculty opinion and observation thereby allowing the student to understand his or her overall progress in the program. The form used for this feedback appears in Appendix N.

O. PRAXIS II: School Psychologist Examination

The PRAXIS II: School Psychologist test is designed for masters and specialist degree level candidates wishing to serve as school psychologists in educational settings. The test assumes that candidates have had some form of supervised practicum or internship experience. The 120 multiple-choice test questions focus on both content and process issues that are relevant to the school setting. It is assumed that candidates' competence in these other areas will have been evaluated using other methodologies during the course of academic training. The main content areas of the test include diagnosis & fact finding, prevention & intervention, psychological foundations, educational foundations, and ethical & legal issues. In measuring the five content areas, a variety of contexts are used as settings: consultation, assessment, intervention, research,
Successful completion of the Comprehensive Examination for the School Psychology program requires that students pass the PRAXIS II exam as well as the other case study portion of the exam described in Section J. While the Graduate Division of St. John’s College only allows two opportunities to pass the case study portion of the competency examination, there are no limits to how many times the student may take the PRAXIS II examination. However, students will not be able to have a degree granted until successful completion of this requirement.

Students may only take the examination while they are on internship and are registered for Psy 752 or Psy 753. If they do not pass this examination while on internship, they will continue to register for maintaining matriculation until they pass the examination.

**Reporting of Results**

It is the students responsibility to ensure that the school psychology program receive an official complete results report of the Praxis examination. These results will be required for each time the student takes the examination. Results of the PRAXIS II examination typically take about 6 weeks. The Psychology Department recommends for students who aim to graduate in the spring take the exam at the end of the fall semester in the year they intend to graduate. Because the Department must give clearance for graduation to the Graduate Division of St. John’s College by May 1, students need to have PRAXIS II results to the program by April 15 to graduate that May.

**P. Comprehensive Examination**

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

Upon passing the examination, the University will confer the Master’s degree at the next graduation. The student will apply on-line to the New York State Education Department for their school psychology certification after the degree is conferred. Students are responsible to complete all of the appropriate forms for these purposes. Students who pass the comprehensive examination in the spring of the third year will progress to the fourth year of the program. Students who fail the comprehensive exam will not receive the M.S. degree and will not be permitted to enroll in fourth year practicum and field placement courses, but will be allowed to otherwise continue with coursework. Students who fail the comprehensive exam must retake the exam a second time (see Section O2 below, for more details).
1. Eligibility
Students must have completed a minimum of 60 credits by the end of the semester before their comprehensive examination and be registered to have at least 66 credits by the end of the spring of their third full year in the program. These credits will only be for courses in which students receive a grade of B or higher. Students must be in good academic standing to take the exam. This is defined by the university as a GPA of 3.0 or better. Taking the comprehensive exam while having an Incomplete on their transcript will invalidate the results of the examination. It is the students’ responsibility to ensure they have no Incompletes on their academic record.

The student is given two opportunities to pass the comprehensive examination. A third opportunity to pass the comprehensive examination will not be granted and this effectively terminates the student’s progress in the program and no degree is awarded. Full-time students must take the comprehensive exam while completing their externship and during the third year of the program. Part time students are expected to take the examination while on their externship and they are enrolled in PSY 752-753 sequence.

2. Failure of the Comprehensive Exam
Students have two opportunities to pass the case study portion of the comprehensive examination. The first deadline for the case study portion of the examination is typically between semesters of their internship placement (January). Students who fail the comprehensive exam may retake the exam a second time (see Section J3 below, for more details). This will typically occur toward the end of their internship experience or around April 1st. Students only retake the section(s) that they failed. A third opportunity to pass the comprehensive examination will not be granted and this effectively terminates the student’s progress in the program and no degree is awarded.

Students who fail the exam should go to the Graduate Division office and request the faculty members’ evaluations of their questions. Students are encouraged to make an appointment to meet with the faculty members who failed the student on a section of the examination and ask for feedback concerning the deficiencies that caused the failure.

3. Applying to Take the Examination
Students must apply to the Office of the Graduate Division to submit the case study portion of the examination before the published deadline. The Graduate Division will make this date available to students each year. Students should check to become aware of this date in the beginning of their internship year in the program. At this point, the application will be reviewed by both the Program Director and the Dean to obtain approval. Students with any Incomplete Grade on their academic records will not be permitted to register for the comprehensive exam. If somehow the Program Director and the Dean fail to detect an incomplete grade, taking the comprehensive exam while having an Incomplete Grade on their transcript will invalidate the results of the examination. The students are responsible to ensure they have no Incompletes Grades on their academic record.

4. Completing the Examination
Students will register for the PRAXIS II School Psychologist Examination and have the results send to the Program Director to complete the first part of the examination. Students should go to
the Website for the examination and study all the details concerning its administration at: http://www.ets.org.

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

1. Assessment
2. Intervention
3. Consultation

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

Each competency case study report should be no more than ten 1.5-spaced pages using 10-12 point font size. They must have 0.5-1-inch margins on all sides; and must be in either Times New Roman or Ariel font.

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

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

5. Preparation
Students are responsible for preparing for the comprehensive examination. In answering the questions, students should draw upon their knowledge and experiences from their entire educational program.

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

The Dean’s office will remove the first page of each student’s case study report and assign an identification number to that student. Only the student’s identification number will appear on the each of three reports. Thus, the faculty scoring the examination will have no knowledge of whose answers they are scoring. The exam will be scored using the St. John’s College of Arts & Sciences Comprehensive Examination Evaluation Form (Appendix P) and the School
Psychology Department’s Comprehensive Examination Scoring Rubric (Appendix Q). Each faculty examiner will report the results of the examination to the Dean on a form indicated by the Dean’s office. The Dean’s office will communicate the examination results to the students individually. No faculty member or staff member in the psychology department can inform a student of the results of the comprehensive exam.

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

**7. Instructions for the Comprehensive Examination**

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

**Assessment Section**

Students will select a psychoeducational assessment case that they conceptualized and managed during their third-year field placement/internship. The assessment section should explain and justify your assessment (e.g., tests used), results, and recommendations and, therefore, should not be comprised of what was written in the actual case report. Your paper must not exceed 10 1.5-spaced pages and should answer the following questions:

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

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

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

Consultation Section

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

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

**Psychological Intervention Section**

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

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

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

5. How often did you meet with the client, and how did you determine how many times to meet?

6. Please report if you made use of any information technology methodologies relevant to this case. That is, did you access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

7. Describe the outcome of the intervention and how you assessed the outcome. Discuss any special issues that you perceive may have played a role in the outcome of the intervention. This may include, but is not limited to, working with individuals of diverse characteristics, system-wide strengths or barriers to intervention, school policy or legal mandates, teacher or family involvement in the intervention, or your knowledge and training in the area in which the intervention was developed for.

Q. Professional Practice Competency Examination

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

1. Exam Schedule
Students must submit the written case study to the Departmental Secretary at a date to be announced toward the end of the semester of their fourth full year in the program. The written case study cannot be longer than ten pages, but students may attach a written report as an appendix. The maximum length of the report is 12 pages and you must follow APA format with regards to font, spacing, and margins. The oral defense of the case study will occur in May after the final examinations of the Spring Semester are over. This exam in only offered once each year.

2. Grading of the Professional Practice Competency Examination
Candidates defend their case studies orally before a team of three members of the core School Psychology faculty or other faculty members identified by the program. You will be informed as to who your committee is upon submission of your written examination. The rating scale that the faculty will use to evaluate each candidate’s performance appears in Appendix R. Passing the exam requires a rating of three or better from at least two of the three faculty in each of the six areas of competence.

Candidates should make sure that (1) their work sample adequately reflects the information on which the faculty will rate them, and (2) that they are adequately prepared to discuss this
3. Failing the Professional Practice Competency Examination

Students who receive a rating of two or below from two or more faculty members on any of the six competencies will fail this section of the exam. A rating of three or better from at least two of the evaluating faculty on each of the six areas of competence will be required to pass this section of the Professional Practice Competency Examination. Students who fail the exam will be given one opportunity to retake and pass the exam. This examination is offered only once each year, most likely at the end of the spring semester after final exams. Students who fail the competency exam may still go on their fifth year internship. Students have two opportunities to pass this examination. The second examination attempt will involve presentation of a new case, to a new committee, most likely in January of the following year. Students who fail the exam a second time will be terminated from the program.

4. Professional Practice Competency Examination

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

Written Work Sample and Presentation Format

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

Suggested Practice Samples

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

There are three main categories of practice samples:

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

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

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

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

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

R. Doctoral Dissertation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

e. Test Review: By following the joint standards for test development as well as other existing and widely accepted criteria for evaluating tests, in this type of dissertation, one would critically review a new or recently revised instrument. Joint standards focus on forms of validity evidence that are expected to be provided in all test manuals. Quality of the evidence provided in the manual must be discussed. Other criteria focus on psychometric characteristics, such as reliability, floors/ceilings, item gradients, standardization characteristics, and so forth.

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

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

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

3) Prior to submitting a Dissertation Proposal, students must have completed an Internal Review Board (IRB) workshop. These workshops can be arranged through the Provost’s Office and are usually offered 2-3 times per year.

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

* See http://www.stjohns.edu/academics/graduate/liberalarts/forms.stj for all Required Forms.
5) Students must notify the Dean’s office immediately upon approval of their proposal. Students must also submit a copy of their proposal approval to the Departmental Secretary.

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

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

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

2. Internal Review Board (IRB)

All research projects involving the use of humans or animals as participants require special institutional review and approval. Review is intended to minimize discomfort and/or risks to participants and will assure that researchers comply with federal regulations.

The Office of the Provost publishes several documents to facilitate the process of submitting a research proposal for IRB approval. All of the necessary documents are available on the St. John’s website. To access this information, follow these instructions: (1) go to www.stjohns.edu, (2) highlight the Academics & Schools, (3) click on Centers and Institutes, and (4) then click on Office of Grants and Sponsored Research.

In addition, the school psychology program requires that all students obtain IRB Certification prior to conducting their dissertation research. The certification course is offered online through the National Institute of Health (NIH) at: http://phrp.nihtraining.com/users/login.php. As of March 1, 2008, it is a new course with new content, and the certification does not expire. This course is for everyone who wishes to be certified in working with Human Subjects. However, the certification is needed if you work on a study that is federally funded. However, this information is important for everyone to know, not just people who work for federally funded projects.

The following is an excerpt from the University’s Graduate Bulletin detailing additional doctoral research requirements. Please read.

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

Since the doctoral dissertation/research essay must present evidence of a substantial contribution to existing knowledge as a result of personal research, it is considered a criterion of the student’s scholarly attainment and will largely determine his/her final success in reference to the degree.

The title of the dissertation, along with the names of the mentor and members of the research committee, must be submitted to the department and then the dean for approval. When the
student’s mentor has approved the completed dissertation, the reader’s copies, typewritten according to the approved format, must be submitted approximately four calendar months before the end of the semester. The format to be used is specified by the appropriate department or school.

In establishing a doctoral dissertation/research essay committee, preparing a dissertation proposal, and submitting and defending the dissertation, the following guidelines apply:

1. Students have the responsibility for requesting a mentor from the psychology department.

2. The student and mentor work together to choose a Committee adhering to the following procedures and guidelines:
   a) The Committee shall consist of the mentor and at least two other members.
   b) The two members plus the mentor shall come from the department/division.
   c) One additional member of the Committee may come from outside St. John’s University.
   d) The departmental/divisional chair, dean and mentor must unanimously approve any outside member.
   e) Final approval of the Committee composition rests with the dean.

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

4. There shall be an interim oral presentation of the dissertation in progress made before the Doctoral Committee, which shall be scheduled by the mentor.

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

6. The oral defense shall be open to the University community.

7. The mentor acts as the chair of the oral defense, unless otherwise determined by the Department GEPC or its equivalent. The chair of the oral defense shall be responsible for conducting the procedures according to parliamentary procedure.

Students must consult their respective dean’s office, as well as the directors or chairs of their doctoral programs, for the specific guidelines, timelines and stylistic formats which apply to the dissertation within their discipline.

After the completed dissertation has been formally accepted, the candidate must defend the dissertation in a final oral examination before the faculty and the doctoral committee. The final copies (i.e., an original and two copies) of the completed dissertation must be submitted to the dean for approval in accordance with the Academic Calendar. All dissertations must conform fully to current style guidelines appropriate to the discipline.

Each copy shall have a title page, bearing the subject, the author’s name, the mentor’s name, the date of presentation, and the statement: “Submitted in partial fulfillment of the requirements for the degree of Doctor of Psychology to the faculty of the department of Psychology, at St. John’s
University, New York.” On another page shall be listed the student’s vita, giving the institutions at which undergraduate and graduate work was done, the degrees received, and the dates.

The original and one copy of the dissertation will then be sent to the Serials Department, University Library. The Library retains one paper copy of each doctoral dissertation and two paper copies of each master’s thesis. The paper for all library copies must be of high quality - 20 lb. acid-free, non-erasable bond paper with a minimum of 25% rag or cotton content. The paper must have a good opacity, that is, print on one page should not easily show through the page in front of it. The margins for all copies must be 1 ½ inches on the left side of each page and 1 inch on each of the other three sides. Note that these margins must also be left on pages containing graphs, illustrations, appendices, etc. Print on all copies must be dark and even. Word processed copies must be of letter quality.

The original abstract of each dissertation (not more than 350 words) and two copies thereof must accompany the dissertation. The original dissertation and abstract will be sent to University Microfilms for microfilming. The paper original and microfilm are returned to the library, while the abstract remains at UMI.

The microfilm will be kept permanently at the library. The original with the abstract, as well as the copy and its abstract, will be bound and returned to the library. The original will remain at Circulation/Reserve and the second bound copy will be sent to the appropriate graduate school.

Dissertations which are accepted for publication by commercial publishing houses should indicate that they were originally submitted as a doctoral degree requirement at St. John’s University.

A fee, per bound copy, will be assessed for each candidate for this binding service. Each candidate for the doctoral degree is required to fill out a special contract (obtainable in the dean’s office) for “University Microfilms, Inc.”

S. Graduation

Graduate degrees are conferred by the Board of Trustees three times a year on the Jamaica Campus in May/June, January, and September. There is no graduation ceremony in January or September. Students who have their degrees conferred in September or January will participate in the following May’s graduation ceremony. Students are encouraged to check the University Bulletin to be aware of dates and deadlines for graduation ceremonies.

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

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

All states require post doctoral experience in order to obtain a psychology license. This experience starts to accumulate once you complete your degree. The New York State Psychology Licensing Board specifies that the university determines the date of completion of your degree. St. John’s University defines this date when a student has completed all of the following:

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

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

T. Certification and Licensing

1. School Psychology Certification
The New York State Education Department’s Office of Teacher Certification has registered and approved the School Psychology program. Students who successfully complete the program are entitled to apply for certification in School Psychology. Upon receiving the M.S. in School Psychology at the end of the third year, the University will apply to the State Education Department for your School Psychology Certificate. You will receive all of the application materials and instructions at the end of the semester in PSY 753. You are responsible for completing the application form and returning it to the School of Education. The School of Education will submit all of the applications when the University confers the M.S. degrees.

Instructions for how to apply for certification online can be found on the Psy.D. webpage under the “Information for Current Students” section, and in the STJ Central Group. The code for the STJ School Psychology Programs is 80299.

2. Psychology License
St. John’s has registered with the New York State Education Department’s Psychology Licensing Board, hence, this office automatically approves graduates to sit for the NYS Licensing Exam in Psychology. Upon completion of your Psy.D. degree, you must complete the application form to take the Licensing Exam. Candidates can obtain information and applications from the State Education Department Office of the Professions website at http://www.op.nysed.gov/psych.html. The Psy.D. program at St John’s is a registered program. As of May 2001, the State Education Department has not yet listed STJ on the list of registered programs in the printed application forms. The Office of Professional Licensing has indicated that STJ will be added to the list when new applications are printed. Students should apply as if they graduated from a registered program.
3. Foreign Students
Foreign students cannot apply for certification as a school psychologist in New York State (and many other states) unless (1) the student has a Green card at the time he or she applies for the provisional certification, and (2) he or she has become a citizen by the time he or she applies for permanent certification (a maximum of five years after obtaining the provisional certification). No citizenship requirements exist for the psychology license in New York State.

4. Certification and Licensure in other states
Detailed information regarding certification and licensure in other states can be found at www.APApractices.org (the APA Practice Organization Practitioner Portal) including: mail, telephone, and web-based contact information for each credentialing agency, education and examination requirements, scope of practice, and statutory/regulatory authority for each credential.

5. Required Workshops
Two 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, and School Violence: Prevention and Intervention Strategies. Both workshops are free for students and are offered at varying times throughout the year through the Office of Postgraduate Professional Development Programs.

As part of the required coursework for PSY 753, students will be trained according to the National Association of School Psychologists (NASP) crisis prevention and intervention curriculum: PREPaRE (Prevent Reaffirm, Evaluate, Provide and Respond, Examine). PREPaRE provides training on how to best fulfill crisis team member roles and responsibilities as they relate to the four stages of crisis management: preparedness, prevention, response, and recovery; all of which address the NASP Domain of Training and Practice 2.7: Prevention, Crisis Intervention, and Mental Health.

U. Professional Organizations

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

NASP holds two main objectives:
1. Promoting the rights, welfare, education, and mental health of children and youth.
2. Advancing the profession of school psychology.

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

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

2. American Psychological Association (APA)
The American Psychological Association is the national organization for psychologists. The APA is a doctoral level organization. To become a member one must possess a Ph.D., Psy.D., or Ed.D.. Student memberships are available. APA is divided into approximately 54 divisions that represent the different areas within the field of psychology. School psychology is Division 16. Each division has its own governing body that monitors and guides its respective division. Each division has equal representation within the overall governing body of the APA. The APA also has a student organization that is not area specific. Students within clinical or school psychology are encouraged to join the APA and become active members in the student organization.

3. Student Affiliates of School Psychology (SASP)
The Student Affiliates of School Psychology (SASP) is a student run organization, which is comprised of graduate students from all levels of the School Psychology program at St. John's University. SASP serves as a general representative body for current graduate students and is a forum where issues related to practice and training 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 both further strengthen this discipline in the future as well as 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; 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 Associations of School Psychologists (NYASP)
The New York Association of School Psychologists is an affiliate of the National Association of School Psychologists. It is the professional organization representing school psychologists in New York State. NYASP was initially formed in 1971 and in 1982 merged with the School Psychologists of Upstate New York (SPUNY). NYASP membership consists of approximately 1,000 school psychologists. The voting members of the NYASP Board include the 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 to deal with the impact that legislation and regulation has 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 provides multiple opportunities for professional growth. NYASP achieves 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, as well as other privileges and discounted services. Please note that membership must be renewed annually. 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 consists of almost 3,000 members. A Council of Representatives directs NYSPA, and includes 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 the NYSPA, students will receive current information on critical psychological issues through the NYSPA Notebook bi-monthly 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 annually. A special student rate is available.

V. Description of Faculty and their Research Interests

Dean of St. John’s College of Arts and Sciences
Jeffrey W. Fagen, Professor of Psychology, B.A., M.S., Ph.D.
  Infancy, learning and memory, developmental psychobiology

Associate Dean of the Graduate Division
Michael Wolfe, Professor of History, B.A., M.A., Ph.D.
  Medieval and early European history

Psychology Department Chair
Raymond A. DiGiuseppe, Professor, B.A., M.A., Ph.D.
  Clinical anger problems, therapeutic alliance in adolescents, rational-emotive therapies

Program Director
Dawn P. Flanagan, Professor, B.S., M.A., Ph.D.
  School psychology, theoretically-based approaches to measuring intelligence, preschool screening and assessment

Other Core faculty
Elissa Brown, Associate Professor, B.A., M.A, Ph.D.
  Assessment and treatment of children exposed to trauma and physical and sexual abuse

Tamara Del Vecchio, Assistant Professor, B.A., M.A., Ph.D
  Development and maintenance of early child aggression, intervention for parents of difficult children

Dana E. Liebling, Assistant Professor, B.A., M.A., Ph.D.
  Ethical issues in school psychology, cognitive-behavioral therapy, factors influencing academic success.
Samuel O. Ortiz, Associate Professor, B.S., B.A., M.A., Ph.D.
School psychology: multicultural evaluation and nondiscriminatory assessment

Marlene Sotelo-Dynega, Assistant Professor, B.S., M.A., Psy.D.
Psychoeducational assessment of culturally and linguistically diverse individuals and learning disabilities: assessment, diagnosis, and intervention

Mark D. Terjesen, Associate Professor, B.A., M.A., Ph.D.
School psychology, cognitive-behavioral therapy with children and adolescents, preschool assessment and intervention

Zheng Zhou, Associate Professor, B.S., M.S., Ph.D.
School psychology, cross-cultural comparisons on mathematical reasoning, basic relational concept acquisition and Chinese-American children’s school adjustment

Coordinator of Field Placements
Amy Bobrow Gross, B.A., M.A., Ph.D.

Center for Psychological Services and Clinical Studies
Richard Morrissey, Director, B.A., M.A., Ph.D., ABPP.

Florence Sisenwein, Assistant Director, B.A., M.Ed., Ph.D.

Renee Clauselle, Assistant Director, B.A., Psy.D.

Other Full Time Faculty Who Teach in the Program
Andrea J. Bergman, Associate Professor, B.S., M.A., Ph.D.
Phenomenology of personality disorders, developmental psychopathology, and comorbidity of ADHD and substance use in adolescents and young adults

Leonard Brosgole, Professor, B.S., M.A., Ph.D.
Perception of motion, visual illusions, mental imagery, mood recognition

William F. Chaplin, Professor, PhD.
Personality, psychometrics, data analysis

Ernest Hodges, Associate Professor, B.S., M.A., Ph.D.
Social and personality development, family-peer relationships, aggression/victimization, academic achievement, self-concept, and risk for weapon carrying.

John D. Hogan, Professor, B.S., M.S., Ph.D.
History and systems, lifespan development, contemporary trends in domestic and international psychology

Alice Pope, Associate Professor, B.A., M.S., Ph.D.
Developmental psychopathology, peer relations and self-perceptions of children and adolescents

Alice S. Powers, Professor, A.B., Ph.D.
Evolution of the brain, physiological bases of learning and memory, brain mechanisms of startle and blink, habit, genetics of taste

Kate E. Walton, Assistant Professor, B.A., M.A., Ph.D.
Relationships among personality, psychopathy, and antisocial behaviors, personality assessment

Adjunct Faculty
Kristene Doyle, Ph.D. Adjunct Assistant Professor
Psychologist, The Albert Ellis Institute
Teaches PSY 763, 764, 765, 845

Thomas Forte, Psy.D. Adjunct Assistant Professor
School Psychologist, Brentwood School District
Teaches PSY 761, 762

Yuvelin Gutierrez, Psy.D. Adjust Assistant Professor
School Psychologist, Farmingdale Public School District
Teaches 666, 761B, 762B

Lena Perez-Nieves, Psy.D. Adjunct Assistant Professor
School Psychologist, Milestone School for Child Development
Teaches PSY 752B, 753

Helen Stevens, Ph.D. Adjunct Assistant Professor
School Psychologist, Farmingdale Public School District
Teaches PSY 617, 761B, 762B, 763, 764

Erin Stone, Ph.D. Adjunct Assistant Professor
Clinical Director & School Psychologist, Milestone School for Child Development
Teaches PSY 751

Lynne Thies, Ph.D. Adjunct Assistant Professor,
School Psychologist, North Merrick Elementary School District
Teaches PSY 716, 717

Other Psychology Department Faculty
Elizabeth Brondolo, Associate Professor, B.S., M.S., Ph.D.
Symptom reporting and help seeking, psychological factors in cardiovascular disease, minority metal health
Anthony F. Catalano, Assistant Professor, B.A., M.A., Ph.D.
Errorless learning and personality

James Curley, B.A., M.S., Ph.D.
Empirically supported treatments and evidence based interventions

Philip Drucker, Associate Professor, Ph.D.
Assessment of client-therapist interaction and treatment outcome, emotional and cognitive aspects of children of substance abusers

Carolyn Greco-Vigorito, Associate Professor, Ph.D.
Developmental psychology, emotional, behavioral, and familial characteristics of young children of alcoholics and substance abusers, and false memory in college students.

Beverly Greene, Professor, B.A., M.A., Ph.D.
Gender, ethnocultural, sexual orientation and multiple identity issues in human development, psychologies of African American women, feminist theory

Rafael Arturo Javier, Clinical Professor, B.A., M.A., Ph.D.
Psycholinguistics, bilingualism, psychotherapy, minority mental health

Wilson H. Mc Dermutt, Assistant Professor, B.A., Ph.D.
The diagnosis and treatment of depression and anxiety disorders, behavior therapy

Jeffrey S. Nevid, Professor, B.A., Ph.D.
Research methodology, behavior therapy, health psychology, teaching of psychology

Richard J. Ozehosky, Assistant Professor, B.A., M.S., Ph.D.
Measurement of self concept, eating disorders, personality testing, psychotherapy

Frank Patalano, Associate Professor, B.A., M.S., Ph.D.
Psychoanalytic theory and therapy, clinical child psychology, personality assessment,

Miguel Roig, Associate Professor, Ph.D.
Academic dishonesty, responsible conduct of research, cognitive-neuropsychological parameters of cognitive styles of thinking, and paranormal and parapsychological issues

Robin Wellington, Assistant Professor, B.S., M.S., Ph.D.
Cognitive neuropsychology, brain tumor pathology and related effects on brain function, neuropsychological assessment
W. Student Requirements for the APA Annual Report

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

1\textsuperscript{st} year: PSY 662
2\textsuperscript{nd} year: PSY 716 and PSY 749
3\textsuperscript{rd} year: PSY 753
4\textsuperscript{th} year: PSY 755
5\textsuperscript{th} year: in order to graduate
All but dissertation and students not on internship: in order to register for classes
Appendices
Appendix A

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

Recommended Procedure for Handling Plagiarism Cases
PLAGIARISM STATEMENT

Dr. M. Roig

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

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

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

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

1. 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):

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

3. 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.

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

5. 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.

6. Using a paper or portions of a paper written for a previous course and submitting for another course.
ACCEPTABLE FORMS OF HELP WHEN WRITING PAPERS

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

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

LEARNING EXERCISES

Avoiding plagiarism by correctly paraphrasing test

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

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

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

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

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

2. If you ever had your astrological chart done, you may have been impressed by how accurate it seemed. A careful reading indicates many such charts to be made up of mainly flattering traits. Of course, when 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 impressed by how accurate it seemed. A careful reading indicates many such charts to be made up of mainly flattering traits. Of course, it is hard to 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, you were probably impressed by how accurate it seemed. A careful reading indicates many such charts to be made up of mainly flattering traits. Of course, 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 profiled may have been swayed by their apparent precision. If you study these charts, however, you realize that they are primarily composed of complimentary 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 swayed by their apparent precision. If you study these charts, however, you realize that they are primarily composed of complimentary attributes. Obviously, when one is described with positive, laudable traits, it is difficult to argue against such flattering portrait of oneself.
Now, let’s see how your answers compare to ours. Remember that we have assumed that acknowledgement has been made in either the reference section (works cited).

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

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

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

REFERENCES


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

**Recommended Procedure for Handling Plagiarism Cases**

**I First Instance of Plagiarism**

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

**II Second Instance (in same course)**

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

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

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

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

First Year Research and Community Service Commitment Contracts
Research Contract

Student's Name: ________________________

Mentor agrees to:

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

Student agrees to:

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

Note: This contract must be submitted to the Program Director during the first semester.

Mentor’s Name: ________________________ Date: _____________

Mentor’s Signature: ________________________

Student’s Name: ________________________

Student’s Signature: ________________________
Student: Please complete this form and return the original to the Program Director and make a copy for yourself and your community service supervisor.

STUDENT INFORMATION:
Student Name: ___________________________
Mailing Address: ___________________________
Phone Number: ___________________________
E-Mail: ___________________________

COMMUNITY SERVICE AGENCY/ORGANIZATION
Agency/Organization Name: ___________________________
Mailing address: ___________________________
Purpose of Organization (Activities Conducted/Services Provided)

PLACEMENT INFORMATION
What will the student’s duties be?

Supervisor’s name: ___________________________ Title: ___________________________
Phone Number: ___________________________ E-mail: ___________________________
The student’s expected start date: __________ Completion date: __________
Days and Hours the Student will work: ___________________________
How is this service consistent with the Vincentian mission:

Dear Supervisor,

Thank you for your participation in our community service initiative. By signing below, you are confirming that the student named above will be working with your agency/organization for at least 30 hours by December 15th.

Supervisor’s Signature: __________ Date: __________

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

Dr. Dawn Flanagan Ph: (718)990-1551 e-mail: flanagad@stjohns.edu
Director; Graduate program in School Psychology; St. John’s University
Graduate Program in School Psychology  
St. John’s University  
Research Log

Student's Name: ______________________  
Mentor’s Name: ______________________

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

Student Objective  
Initial

- Read the literature in preparation for regular meetings with his or her mentor.  
  □

- Developed a clear statement of the research topic and its relevance for school psychology.  
  □

- Reviewed all major theories in the topic area.  
  □

- Reviewed all basic and applied empirical research in the topic area.  
  □

- Summarized substantive conclusions from the related literature.  
  □

- Summarized the quality of research in the area, including the appropriateness of the methodology.  
  □

- Discussed the implications of the research as well as how the substantive findings

Please sign below to certify that the student has completed his or her 50 hours of research to fulfill the requirements of the School Psychology Program.

Mentor’s Signature: ______________________  
Date: __________________

Student’s Signature: ______________________  
Date: __________________
Graduate Program in School Psychology  
St. John’s University  
Community Service Program

Student Name: _______________________

COMMUNITY SERVICE AGENCY/ORGANIZATION
Agency/Organization Name ________________________________
Mailing address ________________________________________
Purpose of Organization (Activities Conducted/Services Provided)
_________________________________________________________________________________

Supervisor’s name: ________________________  Title: ________________________
Phone Number: ________________________  E-mail: ________________________
The student’s start date: ______________  Completion date: ______________
Days and Hours the Student has worked: ________________________________________

Dear Supervisor, 

Thank you for your participation in our community service initiative. By signing below, you are confirming that the student named above has worked with your agency/organization for at least 30 hours.

Supervisor’s Signature: ______________  Date: ______________

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

Dr. Dawn Flanagan 
Director; Graduate program in School Psychology 
St. John’s University 
Ph: (718)990-1551 
e-mail: flanagad@stjohns.edu
Appendix C

Third Year Field Placement Contract
School Psychology Psy.D. Program Externship Contract
Department of Psychology

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

The student agrees to be at the in/externship site for 3 full working days for the entire school district academic year, (from ___________ to ___________) for a total of 750 hours. The student understands that no financial compensation will be awarded for the externship hours. The student agrees that he or she has read the list of competencies that interns are expected to achieve. The student agrees to cooperate fully with his or her supervisor and keep him or her fully appraised of his or her professional externship activities.

The supervisor agrees to meet with the extern for a minimum of 2 hours of direct, face to face supervision each week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. The supervisor agrees to inform the student of his or her evaluation of the student’s work and to provide corrective feedback to him or her. The supervisor attests to the fact that they are supervising no more than 2 externs during the externship period specified above and that they are afforded an adequate amount of release time to meet the requirements and responsibilities of in/externship supervision. The supervisor will follow the training objectives agreed upon in the planning form.

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

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

________________________________
Supervisor’s Signature             Date

________________________________
Student’s Signature             Date
Appendix D

Fourth Year Externship Contract
School Psychology Psy.D. Program Externship Contract  
Department of Psychology

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

The student agrees to be at the externship site for 3 full working days for the entire academic year, (from ____________ to _______________) for a total of 750 hours. The student agrees that he or she has read the list of competencies that externs are expected to achieve. The student agrees to cooperate fully with his or her supervisor and keep him or her fully appraised of his or her professional externship activities.

The supervisor agrees to meet with the extern for a minimum of 2 hours of direct, face to face supervision each week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. The supervisor agrees to inform the student of his or her evaluation of the student’s work and to provide corrective feedback to him or her. The supervisor will follow the training objectives agreed upon in the planning form.

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

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

________________________________  
Supervisor’s Signature Date  
________________________________  
Student’s Signature Date
Appendix E

Fifth Year Internship Contract
School Psychology Psy.D. Program Internship Contract

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

The student agrees to be at the internship site for 5 full working days for the entire academic year, (from ______________ to ______________) for a minimum of 1500 hours. There will/will not be financial compensation for this internship. The student agrees that he or she has read the list of competencies that interns are expected to achieve. The student agrees to cooperate fully with his or her supervisor and keep him or her fully appraised of his or her professional internship activities.

The supervisor agrees to meet with the intern for a minimum of 2 hours of direct, face to face supervision each week. The supervision must occur on site as the supervisor will have greater familiarity with working in an organized setting such as a school, will know the population, the setting and its policies, and most of all, have access to client records as they cannot be removed from the setting. The supervisor agrees to inform the student of his or her evaluation of the student’s work and to provide corrective feedback to him or her. The supervisor attests to the fact that they are supervising no more than 2 interns during the internship period specified above and that they are afforded an adequate amount of release time to meet the requirements and responsibilities of internship supervision.

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

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

________________________________
Supervisor’s Signature        Date

________________________________
Student’s Signature        Date
Appendix F

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

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

2. The student will be introduced to the organizational functioning, administration, implementation of policies, and politics of school settings and school districts.
   ____Introduce student to various members of the staff and school community.
   ____Allow student to attend building staff meetings and pupil personnel committee meetings and/or Educational Planning Committee meetings.
   ____Ask student to inspect and report on student records and record keeping systems in the school.
   ____Ask student to read and report on district policies including policies for providing psychological services.
   ____Allow student to interview various professionals.
   ____Allow student to attend a school board meeting.
   ____Allow student to attend a parents' organization meeting.
   ____Allow student to attend a general faculty meeting.
3. The student will gain experience in the process of special education referral, evaluation, placement, and remediation, and developing treatment plans.
   ____ Allow student to attend and observe a committee on special education.
   ____ Allow student to observe and spend time in special education classrooms (e.g., self-contained, resource room, gifted).
   ____ Allow student to present the results of a case evaluation to a committee on special education.
   ____ Allow student to evaluate an Individual Education Plan for remediation for children with different handicapping conditions. *
   ____ Allow student to present their assessments and recommendations to the district Committee on Special Education and to become familiar with the process of the Committee's work and the legal and regulatory issues involved in the Committee's functioning. *
   ____ Allow student to conduct triennial evaluations, and annual reviews of special education children to evaluate their progress and make recommendations. *

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

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

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

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

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

10. The student will gain experience and develop competence in intellectual assessment.
     ____ Allow student to observe supervisor conducting an assessment.
     ____ Observe student giving various intelligence tests.
     ____ Allow student to conduct and report results of comprehensive intellectual evaluation at the:
         ____ preschool or kindergarten level
         ____ elementary level
         ____ junior high level
         ____ high school level
     ____ Allow student to conduct and report results of at least one comprehensive intellectual
evaluation of a minority student.

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

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

13. The student will gain experience and become proficient in writing comprehensive psychoeducational reports.
    ____ Ask student to write and submit case reports for assessment cases.
    ____ Ask student to write and submit case reports for consultation and intervention cases.
14. The student will demonstrate accountability for activities as a practicing school psychologist.
   ____ Ask student to keep a daily log of activities. **
   ____ Allow student to collect and share effectiveness data from intervention activities.
   ____ Allow student to collect and share effectiveness data from consultation activities.
   ____ Assist student in systematically evaluating his or her effectiveness through providing fairly frequent feedback sessions.
   ____ Allow student to participate in original research or evaluation studies in the school.

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

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

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

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

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

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

Signed: ________________________________

Field Supervisor Date

______________________________________
University Supervisor Date

______________________________________
Student Date
Appendix G

Fourth Year Externship Planning Form
GRADUATE SCHOOL OF ARTS AND SCIENCES

School Psychology
Externship Objectives
Planning Form

Student: _________________________________ Beginning Date: _______________________
Placement: _______________________________ Ending Date: __________________________
Field Supervisor: __________________________ Supervision Hours: _____________________
University Supervisor: _____________________ Date of Planning Session: ________________

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

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

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

3. The student will gain experience in the process of referral, evaluation, remediation and the development treatment plans.
   ____ Allow student to attend and observe staff/committee meetings.
   ____ Allow student to present the results of a case evaluation to a staff/planning committee.
   ____ Allow student to evaluate a treatment and/or education plan for remediation clients with different handicapping conditions. *
   ____ Allow student to present their assessments and recommendations to staff/planning committee. *
4. The student will become acquainted with community resources that support psychological services.
   _____ Allow student to observe liaison meetings between supervisor and other agencies.
   _____ Allow student to consult with personnel from the community (e.g., medical, mental health, child welfare).
   _____ Allow student to coordinate case services with another community agency.
   _____ Allow student to visit community agencies (e.g., child welfare agency, family service agency, residential treatment center, juvenile court).

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

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

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

8. The student will gain experience and develop competence in assessment of emotional and social adjustment.
   _____ Allow student to conduct and report results from comprehensive assessment of emotional and social adjustment of clients at varied age levels.
9. The student will gain experience and develop competence in intellectual assessment.
   ___ Allow student to observe supervisor conducting an intellectual assessment.
   ___ Observe student giving various intelligence tests.
   ___ Allow student to conduct and report results of comprehensive intellectual evaluation at the:
     ___ preschool or kindergarten level
     ___ elementary level
     ___ junior high level
     ___ high school level
     ___ adult
   ___ Allow student to observe various professionals (e.g., supervisor, education evaluator, teacher) conducting an assessment.
   ___ Observe student giving various academic tests.

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

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

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

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

14. Students will gain experience providing feedback on their assessment and recommendations to clients and staff.
    ___ Allow student to be present when supervisor gives feedback to clients, parents and/or other staff.
    ___ Allow student to give feedback, under supervision, to clients, parents and other staff.
15. Students will gain experience in counseling clients individually and in groups.
   ____Allow student to counsel clients individually.
   ____Allow student to counsel clients in groups.
   ____Ask student to participate in providing group counseling or group discussion services for clients and parents.

Other activities or objectives:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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

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

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

Signed: __________________________________________________________
   Field Supervisor                Date

________________________________________________
   University Supervisor                Date

____________________________________________
   Student                Date
Appendix H

Fifth-Year Internship Application Form for Non-APA Accredited Placements (Electronic version MUST be submitted)
St. John’s University  
New York  
Psy.D. Program In School Psychology  
Internship Application

Student: __________________________  Dates of Internship: From _____ To _____  
Date Submitted: ____________________

<table>
<thead>
<tr>
<th>Name of Internship Agency:</th>
<th>__________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>__________________________________________________________</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>__________________________________________________________</td>
</tr>
</tbody>
</table>

| Specific School or Unit where Internship will Occur: | __________________________________________________________ |
| Address:                                             | __________________________________________________________ |
| Phone Number:                                       | __________________________________________________________ |

| Professional Responsible for the Services Render at this site: | __________________________________________________________ |

<table>
<thead>
<tr>
<th>Supervision</th>
</tr>
</thead>
</table>

Name of First Supervisor: __________________________

|---------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Proposed Supervisor is a Licensed Psychologist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed Supervisor is Certified in School Psychology</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Name of Second Supervisor: __________________________

|---------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Proposed Supervisor is a Licensed Psychologist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed Supervisor is Certified in School Psychology</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

State the Frequency of Face to Face Supervision:_____________________________________________________________________

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

<table>
<thead>
<tr>
<th>Dates of Internship:</th>
<th>__________________________________________________________</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Number of weeks:</th>
<th>__________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minus 4 weeks vacation:</td>
<td>__________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of hours that will be worked per week:</th>
<th>__________________________________________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total number of hours that will be worked:</th>
<th>__________________________________________________________</th>
</tr>
</thead>
</table>
Identify the Professional Activities In The Proposed Internship

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

Goals of the Proposed Internship:

How Will The Goals Be Assessed:

Submitted by: ________________________________
Approved by: ________________________________
Appendix I

Assessment Practicum Evaluation Form
St. John’s University

Assessment Practicum Evaluation Form – Psy.D. & M.S. Level II
Program in School Psychology

Trainee: ______________________________ Site: ______________________________
Supervisor: ___________________________ From: _____________ To: _____________

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

<table>
<thead>
<tr>
<th></th>
<th>1 Extremely Inadequate</th>
<th>2 Somewhat Below Average</th>
<th>3 Average</th>
<th>4 Above Average</th>
<th>5 Extremely Skillful</th>
<th>N/A Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic/Assessment Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge about diagnostic categories and criteria</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of varied models and methods of assessment</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of appropriate assessment tools based on student data</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interviewing skills</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration and scoring of psychological tests</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of developmental and learning processes</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation of psychological tests and assessment data</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of assessment data to create cognitive/academic goals and/or educational recommendations</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral assessment skills</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Report writing skills</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Overall conceptualization of a case based on data</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathers data from alternative sources (e.g., families and educators)</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**

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

**Additional Comments:**
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

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**Professional Conduct**

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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes relevant technology when delivering services (e.g., QuicDoc)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Consults with other professionals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Responsible work habits (e.g., punctuality, personal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Meets responsibilities on time 1 2 3 4 5 N/A
Protectors 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 student’s level, how would you rate this trainee’s overall ability?

   __ Superior  __ Above Average  __ Average  __ Below Average  __ Very Below Average

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

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

**Supervisor’s Signature:** __________________________  **Date:** __________

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

**Student’s Signature:** _____________________________  **Date:** __________

Thank you for your cooperation in completing the evaluation form.
Appendix J

Third Year Externship Evaluation Form
St. John’s University

Externship Evaluation Form – Psy.D. Level III
Program in School Psychology

Trainee: ______________________________ Site: ______________________________

Supervisor: ___________________________ From: _____________ To: _____________

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

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

### Diagnostic/Assessment Skills

<table>
<thead>
<tr>
<th>Diagnostic/Assessment Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about diagnostic categories and criteria</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Knowledge of varied models and methods of assessment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Selection of appropriate assessment tools based on student data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Interviewing skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Administration and scoring of psychological tests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Assessment of developmental and learning processes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Interpretation of psychological tests and assessment data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Use of assessment data to create cognitive/academic goals and measure progress</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Behavioral assessment skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Report writing skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Overall conceptualization of a case based on data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Gathers data from alternative sources (e.g., families, educators, and other in the community)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Adequacy of recommendations</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
<td></td>
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<tr>
<td>Quality of feedback conferences with parents and teachers</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Overall rating of diagnostic/assessment skills</td>
<td>1 2 3 4 5 N/A</td>
<td></td>
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</tr>
</tbody>
</table>

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

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

**Additional Comments:**

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

<table>
<thead>
<tr>
<th><strong>Psychotherapy, Counseling, Consultation and Behavior Change Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of consultation techniques and theory</td>
</tr>
<tr>
<td>Demonstrates knowledge of human development and learning processes</td>
</tr>
<tr>
<td>Demonstrates knowledge of the influence of social, cultural, ethnic and linguistic factors on development and learning</td>
</tr>
<tr>
<td>Develops initial intervention planning</td>
</tr>
<tr>
<td>Develops good working alliance with change agent</td>
</tr>
<tr>
<td>Collaborates with other professionals in planning and decision making for individuals, groups and the school</td>
</tr>
<tr>
<td>Counseling skills</td>
</tr>
<tr>
<td>Consultation skills</td>
</tr>
<tr>
<td>Behavior therapy</td>
</tr>
<tr>
<td>Develops appropriate behavioral, affective, adaptive and social goals for students with different abilities and needs</td>
</tr>
<tr>
<td>Develops appropriate cognitive and academic interventions for students with different abilities and needs</td>
</tr>
<tr>
<td>Ability to re-assess progress and develop new intervention plans</td>
</tr>
<tr>
<td>Provides prevention and intervention programming to promote</td>
</tr>
</tbody>
</table>
mental health and students’ well being

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Evaluates service outcomes and measurement of student progress</td>
<td></td>
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<tr>
<td>Uses empirical research to determine appropriate interventions,</td>
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<tr>
<td>programs and services</td>
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<tr>
<td>Ability to collaborate with parents and teachers</td>
<td></td>
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</tr>
<tr>
<td>Overall rating of intervention skills</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Additional Comments:**

_____________________________________________________________________
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<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops good working relationships with professional staff</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Develops good working relationships with paraprofessional and</td>
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<tr>
<td>support staff</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Shows sensitivity to issues of diverse characteristics</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Demonstrates leadership ability</td>
<td></td>
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</tr>
<tr>
<td>Responsiveness to supervision</td>
<td></td>
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</tr>
<tr>
<td>Willingness to learn</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Utilizes resources within and outside the organization</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Utilizes relevant technology when delivering services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consults with other professionals</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible work habits (e.g., punctuality, personal appearance)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets responsibilities on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protects and maintains confidentiality of case materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducts self in a manner consistent with professional and</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ethical standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has knowledge of general education and special education services</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Works towards using school policies to create an effective learning environment for all  

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

Shows a desire to be a life-long learner (e.g., stays current with the literature, expresses a desire to continue to learn)  

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

**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 student’s level, how would you rate this trainee’s overall ability?

   ___ Superior  ___ Above Average  ___ Average  ___ Below Average  ___ Very Below Average

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

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

**Supervisor’s Signature:** ____________________________  **Date:** __________

**Position or Title:** ____________________________

Certified School Psychologist: _____ Yes  _____ No
Licensed School Psychologist: _____ Yes  _____ No

**Student’s Signature:** ____________________________  **Date:** __________

---

**Thank you for your cooperation in completing the evaluation form.**

Please mail to: Director, Graduate Program in School Psychology  
St. John’s University  
8000 Utopia Parkway  
Jamaica, NY 11439
Appendix K

Fourth Year Externship Evaluation Form
St. John’s University

Externship Evaluation Form – Psy.D. Level IV
Program in School Psychology

Trainee: ______________________________  Site: ________________________________
Supervisor: ___________________________  From: _____________  To: _____________

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

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

---

### Diagnostic/Assessment Skills

<table>
<thead>
<tr>
<th>Knowledge about diagnostic categories and criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of varied models and methods of assessment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Selection of appropriate assessment tools based on client data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Interviewing skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Administration and scoring of psychological tests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Assessment of related developmental and learning processes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Interpretation of psychological tests and assessment data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Use of assessment data to create cognitive/academic goals and measure progress</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Behavioral assessment skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Session progress notes and report writing skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Overall conceptualization of a case based on data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Gathers data from alternative sources when necessary (e.g., families, educators, and other in the community)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Adequacy of recommendations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Quality of feedback conferences with parents and/or staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Overall rating of diagnostic/assessment skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

________________________

________________________

________________________

**Additional Comments:**

________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

<table>
<thead>
<tr>
<th>Psychotherapy, Counseling, Consultation and Behavior Change Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of psychotherapeutic and consultation techniques and theory</td>
</tr>
<tr>
<td>Demonstrates knowledge of human development and learning processes as it applies to interventions</td>
</tr>
<tr>
<td>Demonstrates knowledge of the influence of social, cultural, ethnic and linguistic factors on development, learning, and behavior</td>
</tr>
<tr>
<td>Develops initial intervention/treatment plan</td>
</tr>
<tr>
<td>Develops good working alliance with change agent</td>
</tr>
<tr>
<td>Collaborates with other professionals in planning and decision making for individuals, groups and the facility</td>
</tr>
<tr>
<td>Counseling skills</td>
</tr>
<tr>
<td>Consultation skills</td>
</tr>
<tr>
<td>Behavior therapy</td>
</tr>
<tr>
<td>Develops appropriate behavioral, affective, adaptive and social <strong>goals</strong> for clients with different abilities and needs</td>
</tr>
<tr>
<td>Develops appropriate <strong>interventions</strong> for clients with different</td>
</tr>
</tbody>
</table>
abilities and needs

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates ability to re-assess progress and develop new</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>intervention plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides prevention and intervention programming to promote</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>mental health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates service outcomes and measurement of client progress</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Uses empirical research to determine appropriate interventions,</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>programs and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to collaborate with parents and staff</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Overall rating of intervention skills</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Additional Comments: ____________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Professional Conduct

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops good working relationships with professional staff</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Develops good working relationships with paraprofessional and</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>support staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows sensitivity to issues of diverse characteristics</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrates leadership ability</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Responsiveness to supervision</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Willingness to learn</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Utilizes resources within and outside the organization</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Utilizes relevant technology when delivering services</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Consults with other professionals</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Responsible work habits (e.g., punctuality, personal appearance)</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Meets responsibilities on time</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Protects and maintains confidentiality of case materials</td>
<td>1 2 3 4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Conducts self in a manner consistent with professional and ethical standards | 1 | 2 | 3 | 4 | 5 | N/A

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

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

**Additional Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Summary Evaluation**

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

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

2. Compared to other trainees at this student's level, how would you rate this trainee's overall ability?

   ___ Superior  ___ Above Average  ___ Average  ___ Below Average  ___ Very Below Average

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

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

**Supervisor’s Signature:** _______________________________  **Date:** ______________

**Position or Title:** __________________________________________

**Certified School Psychologist:**  _____ Yes  _____ No

**Licensed School Psychologist:**  _____ Yes  _____ No

**Student’s Signature:** _______________________________  **Date:** ______________

*Thank you for your cooperation in completing the evaluation form.*

Please mail to: Director, Graduate Program in School Psychology
St. John’s University
8000 Utopia Parkway
Jamaica, NY 11439
Appendix L

Intervention Practicum Evaluation Form
St. John’s University

Intervention Practicum Evaluation Form – Psy.D. Level IV
Program in School Psychology

Trainee: ______________________________  Site: ______________________________
Supervisor: ___________________________  From: _____________  To: _____________

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Inadequate</td>
<td>Somewhat Below Average</td>
<td>Average</td>
<td>Above Average</td>
<td>Extremely Skillful</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

- Significantly well below what one would expect at this level of training
- Below what one expects at this level of training
- About average for students you have supervised at this level
- Above average for students you have supervised at this level
- Among the top students you have supervised at this level
- Not observed

### Intake/Monitoring Progress and Record Keeping Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about diagnostic categories and criteria</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Knowledge of varied models and methods of assessment</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Selection of appropriate assessment tools</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Interviewing skills</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Administration and scoring of psychological tests</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Assessment of developmental and learning processes</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Interpretation of psychological tests and assessment data</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Behavioral assessment skills</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Quality of session notes</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Overall record keeping</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Report writing skills</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Gathers data from alternative sources (e.g., families and educators) when necessary</td>
<td>1 2 3 4 5 N/A</td>
</tr>
</tbody>
</table>
Overall rating of diagnostic/assessment skills:  

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Additional Comments:**
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
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_____________________________________________________________________________

<table>
<thead>
<tr>
<th>Interpersonal Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops good working alliance with client</td>
</tr>
<tr>
<td>Develops good working relationships with professional staff</td>
</tr>
<tr>
<td>Develops good working relationships with paraprofessional and support staff</td>
</tr>
<tr>
<td>Shows sensitivity to issues of diverse characteristics</td>
</tr>
<tr>
<td>Demonstrates leadership ability</td>
</tr>
<tr>
<td>Responsiveness to supervision</td>
</tr>
<tr>
<td>Willingness to learn</td>
</tr>
<tr>
<td>Utilizes resources within and outside the Center</td>
</tr>
</tbody>
</table>

**Additional Comments:**
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

<table>
<thead>
<tr>
<th>Treatment Planning and Case Conceptualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of case conceptualization based on all available data</td>
</tr>
<tr>
<td>Development of case conceptualization based on empirical knowledge of the presenting problem</td>
</tr>
<tr>
<td>Development of an empirically supported treatment plan</td>
</tr>
<tr>
<td>Interventions logically follow from a theory and case conceptualization</td>
</tr>
<tr>
<td>Demonstrates knowledge of human development and learning</td>
</tr>
</tbody>
</table>
processes as they relate to a case

<table>
<thead>
<tr>
<th>Demonstrates knowledge of the influence of social, cultural, ethnic, and linguistic factors on development and behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborates with other professionals in planning and decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

**Additional Comments:**

<table>
<thead>
<tr>
<th>Additional Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Quality of Intervention**

<table>
<thead>
<tr>
<th>Development of a therapeutic alliance with the identified client and/or family</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development of an agenda for each session and sought agreement of the client for the agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of homework where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses empirical research to determine appropriate interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develops appropriate interventions for clients with different abilities and needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to re-assess progress and develop new intervention plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluates service outcomes and measurement of client progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall rating of intervention skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

**Additional Comments:**

<table>
<thead>
<tr>
<th>Additional Comments:</th>
</tr>
</thead>
<tbody>
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</table>

**Professional Conduct**

<table>
<thead>
<tr>
<th>Utilizes relevant technology when delivering services (e.g., QuicDoc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consults with other professionals/provides feedback to colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible work habits (e.g., punctuality, personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
appearance)

Meets responsibilities on time

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>N/A</th>
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</table>

Protects and maintains confidentiality of case materials

<table>
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<tr>
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<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

Conducts self in a manner consistent with professional and ethical standards

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

Has knowledge of general education and special education services to assist when making recommendations

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

Additional Comments: __________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Summary Evaluation

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

If NO, please explain why: _______________________________________________________

_____________________________________________________________________________

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

___ Superior  ___ Above Average  ___ Average  ___ Below Average  ___ Very Below Average

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

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

Supervisor’s Signature: ________________________________  Date: ______________

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

Student’s Signature: ________________________________  Date: ______________

Thank you for your cooperation in completing the evaluation form.
Appendix M

Fifth Year Internship Evaluation Form
St. John’s University
Internship Evaluation Form – Psy.D. Level V
Program in School Psychology

Trainee: ______________________________  Site: _________________________________
Supervisor: ___________________________  From: _____________    To: _____________

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

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

<table>
<thead>
<tr>
<th>Diagnostic/Assessment Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about diagnostic categories and criteria</td>
</tr>
<tr>
<td>Knowledge of varied models and methods of assessment</td>
</tr>
<tr>
<td>Selection of appropriate assessment tools based on student data</td>
</tr>
<tr>
<td>Interviewing skills</td>
</tr>
<tr>
<td>Administration and scoring of psychological tests</td>
</tr>
<tr>
<td>Assessment of developmental and learning processes</td>
</tr>
<tr>
<td>Interpretation of psychological tests and assessment data</td>
</tr>
<tr>
<td>Use of assessment data to create cognitive/academic goals and measure progress</td>
</tr>
<tr>
<td>Behavioral assessment skills</td>
</tr>
<tr>
<td>Report writing skills</td>
</tr>
<tr>
<td>Overall conceptualization of a case based on data</td>
</tr>
<tr>
<td>Gathers data from alternative sources (e.g., families, educators,</td>
</tr>
</tbody>
</table>
and other in the community)

<table>
<thead>
<tr>
<th>Adequacy of recommendations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of feedback conferences with parents and teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Overall rating of diagnostic/assessment skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

_____________________________________________________________________________
_____________________________________________________________________________

**Additional Comments:**

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

---

**Psychotherapy, Counseling, Consultation and Behavior Change Skills**

<table>
<thead>
<tr>
<th>Demonstrates knowledge of consultation techniques and theory</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of human development and learning processes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrates knowledge of the influence of social, cultural, ethnic and linguistic factors on development and learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Develops initial intervention planning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Develops good working alliance with change agent</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Collaborates with other professionals in planning and decision making for individuals, groups and the school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Counseling skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Consultation skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Behavior therapy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Develops appropriate behavioral, affective, adaptive and social goals for students with different abilities and needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Develops appropriate cognitive and academic interventions for students with different abilities and needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Ability to re-assess progress and develop new intervention plans</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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</tbody>
</table>
Provides prevention and intervention programming to promote mental health and students' well being

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Evaluates service outcomes and measurement of student progress

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Uses empirical research to determine appropriate interventions, programs and services

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Ability to collaborate with parents and teachers

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Overall rating of intervention skills

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**Additional Comments:**

______________________________________________________________________________

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<table>
<thead>
<tr>
<th><strong>Professional Conduct</strong></th>
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<th>2</th>
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Develops good working relationships with professional staff

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Develops good working relationships with paraprofessional and support staff

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Shows sensitivity to issues of diverse characteristics

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Demonstrates leadership ability

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Responsiveness to supervision

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Willingness to learn

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Utilizes resources within and outside the organization

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</table>

Utilizes relevant technology when delivering services

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<th>N/A</th>
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</table>

Consults with other professionals

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</table>

Responsible work habits (e.g., punctuality, personal appearance)

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<th>N/A</th>
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Meets responsibilities on time

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<th>N/A</th>
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Protects and maintains confidentiality of case materials

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<th>4</th>
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<th>N/A</th>
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Conducts self in a manner consistent with professional and ethical standards

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Has knowledge of general education and special education

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<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>
services

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 student’s level, how would you rate this trainee’s overall ability?

   ___ Superior  ___ Above Average  ___ Average  ___ Below Average  ___ Very Below Average

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

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

Supervisor’s Signature: ___________________________ Date: ____________
Position or Title: _______________________________________________________________

Certified School Psychologist: _____ Yes       _____ No
Licensed School Psychologist: _____ Yes       _____ No

Student’s Signature: ___________________________ Date: ____________

Thank you for your cooperation in completing the evaluation form.

Please mail to: Director, Graduate Program in School Psychology
St. John’s University
8000 Utopia Parkway
Jamaica, NY 11439
Appendix N

Annual Student Progress Report
Annual Student Progress Report

Student: SS#:______________________ Date:_______________ End of year: 1 2 3 4 5
Program (Track): Psy.D. (General or Bilingual) MS (General or Bilingual)

Academic Progress: Cumulative GPA __________

<table>
<thead>
<tr>
<th>GPA</th>
<th>Very Superior</th>
<th>Superior</th>
<th>Adequate</th>
<th>Below Expectancy</th>
<th>Academic Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(3.9 - 4.0)</td>
<td>(3.5 - 3.89)</td>
<td>(3.2 - 3.49)</td>
<td>(3.0 - 3.19)</td>
<td>(&lt; 3.0)</td>
</tr>
</tbody>
</table>

Clinical Skills: This rating reflects your ability to (a) form alliances with parents, teachers, administrators, and children; (b) use clinical judgment; and (c) engage in assessment, consultation, and intervention activities.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Very Superior</td>
</tr>
<tr>
<td>2</td>
<td>Adequate</td>
</tr>
<tr>
<td>1</td>
<td>Below Expectancy/Inadequate</td>
</tr>
</tbody>
</table>

3 = Exceptional for a student at this level of professional development.
2 = Adequate for a student at this level of professional development.
1 = Inadequate for a student at this level of professional development.

Notes:__________________________________________________________

Interpersonal Skills: This rating reflects your ability to relate to faculty, staff, peers, and co-workers.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Very Superior</td>
</tr>
<tr>
<td>2</td>
<td>Adequate</td>
</tr>
<tr>
<td>1</td>
<td>Below Expectancy/Inadequate</td>
</tr>
</tbody>
</table>

3 = Exceptional for a student at this level of professional development.
2 = Adequate for a student at this level of professional development.
1 = Inadequate for a student at this level of professional development.

Notes:__________________________________________________________

Responsibility: This rating reflects your ability to conduct yourself in a manner consistent with the student handbook, department and program procedures, specifications of professors’ syllabi, and guidelines for your assistantship or fellowship (if applicable). In addition, this rating reflects your ability to conduct yourself in a manner consistent with the expectations of St. John’s University.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Very Superior</td>
</tr>
<tr>
<td>2</td>
<td>Adequate</td>
</tr>
<tr>
<td>1</td>
<td>Below Expectancy/Inadequate</td>
</tr>
</tbody>
</table>

3 = Exceptional for a student at this level of professional development.
2 = Adequate for a student at this level of professional development.
1 = Inadequate for a student at this level of professional development.

Notes:__________________________________________________________
Appendix O

A Philosophy of Best Practices in
Conducting Psychoeducational Assessments
A Philosophy of Best Practices in Conducting Psychoeducational Assessments

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

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

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

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

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

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

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

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

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

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

Comprehensive Examination Evaluation Form
ST. JOHN'S UNIVERSITY GRADUATE SCHOOL OF ARTS & SCIENCES
COMPREHENSIVE EXAMINATION EVALUATION

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

STUDENT NUMBER: NAME: CIRCLE 
DEGREE: Aud.D. / Psy. D. 
MA/ MS/ MLS/DA*/PhD*

CHECK: WRITTEN ______ ORAL ______ DEPARTMENT: ________

EVALUATION BASED ON: QUESTION NUMBER(S): ________ WHOLE EXAM: ________

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

SECTION A.

I. Knowledge of Fundamentals
   Basic Grasp of the Subject
   □ Excellent □ Good □ Fair □ Fail

II. Approach to Problems
    Organization of Materials
    and Information
    □ Excellent □ Good □ Fair □ Fail

III. Overall Solution
     Thoroughness and Depth of Answer
     □ Excellent □ Good □ Fair □ Fail

IV. Use of Language
    Clarity of Expression
    □ Excellent □ Good □ Fair □ Fail

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

SECTION C. FINAL EVALUATION: □ PASS □ FAIL

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

Comprehensive Examination Scoring Rubric
**Assessment Comprehensive Examination Scoring Rubric**

This rubric was developed and modified from the National Certification in School Psychology (NCSP) Case Study to provide feedback on specific areas of your psychoeducational evaluation write-up. School psychologists are expected to have knowledge of assessment-related issues from operationalizing referral concerns and selecting assessment instruments, to designing interventions and/or offering recommendations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be filled out by the evaluator and will be attached to the final grading sheet offered by the Graduate Office of St. John’s College.

**ASSESSMENT - Comprehensive Examination Scoring Rubric**

**ID#** __________

**Date:** __________________

<table>
<thead>
<tr>
<th>Section 1: Referral Concern</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The student's area(s) of academic difficulty are clearly defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 The initial referral is operationalized through collaborative efforts (e.g., reading referral is operationalized via teacher interview as a reading decoding issue)</td>
<td></td>
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</tr>
<tr>
<td>3 Inquiry into initial referral involves informal consideration of relevant noncognitive factors (e.g., behavior, motivation)</td>
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<td>4 The evaluator collects initial pre-referral intervention information (e.g., teacher/parent report regarding what has been tried in the past)</td>
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</tr>
</tbody>
</table>

**Section 2: Assessment Planning**

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
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<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Hypotheses are generated through collaboration with teacher and/or parent based on initial clarification of referral concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Multiple sources of data collection methods are considered (e.g., standardized measures, interviews, work samples, progress monitoring data, etc.) that would allow the examiner to evaluate each proposed hypothesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Hypotheses reflect an awareness of the complexity of learning issues (e.g., physical, social, emotional, cognitive factors)</td>
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</tr>
</tbody>
</table>

**Section 3: Evaluation/Interpretation**

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Evaluation is conducted using instruments and procedures appropriate to the referral concern as well as examinee factors (e.g., age, cultural/linguistic differences)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10 Evaluation is conducted using standardized procedures and/or is informed by a systematic assessment approach (e.g., cross-battery assessment principles and procedures; curriculum-based assessment procedures)</td>
<td></td>
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</tr>
<tr>
<td>11 Evaluation is conducted in a manner that considers the needs of the examinee (e.g., rapport development, length of testing considerations, specific needs of examinee)</td>
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</table>
Follow-up measures are administered where needed and/or additional data collection methods are utilized

Impact of noncognitive factors on test performance is considered

Inconsistencies between referral concern and evaluation data are addressed

Interpretation of data moves from interpretable global indices to specific task performances

Examiner identifies conditions under which examinee’s performance appears to vary (e.g., task stimuli, testing of limits)

Areas assessed within the evaluation allow the examiner to fully address all elements of the referral and there is evidence that examiner’s identification of specific areas to assess are guided by current research

<table>
<thead>
<tr>
<th>Section 4: Intervention/Recommendations</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Intervention selection is the result of systematic data-based decision making</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 5: Legal/Ethical Considerations</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 All aspects of the assessment complied with applicable legal guidelines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 All aspects of the assessment complied with applicable ethical and professional guidelines</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

To obtain a passing score, at least 16 out of the 20 items must be marked “Effective” or “Very Effective”

Signature: ____________________________ Date: ________________
Consultation Comprehensive Examination Scoring Rubric

This rubric was developed and modified from the National Certification in School Psychology (NCSP) Case Study to provide feedback on specific areas of your case study write-up. School psychologists are expected to have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be filled out by the evaluator and will be attached to the final grading sheet offered by the Graduate Office of St. John’s College.

**CONSULTATION - Comprehensive Examination Scoring Rubric**

*ID# ____________*

**Date: ____________**

### Section 1: Problem Identification

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>The problem is collaboratively defined</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The difference between current and desired level of performance is explained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines</td>
<td></td>
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<tr>
<td>5</td>
<td>The student behavior is identified as a skill and/or performance deficit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Parents/guardians and teachers are involved in the problem-identification process</td>
<td></td>
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</tbody>
</table>

### Section 2: Problem Analysis

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Hypotheses are generated through collaboration with teacher and/or parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>There are multiple sources of data that converge on each proposed hypothesis</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)</td>
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</table>

### Section 3: Intervention

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
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<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Intervention is linked to observable, measurable goal statement(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Intervention(s) selection is based on data from problem analysis and hypothesis testing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>Intervention(s) is developed collaboratively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>Logistics of setting, time, resources and personnel are included in the intervention plan</td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>Intervention selection considers unintended outcomes or</td>
<td></td>
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</tbody>
</table>
Intervention is monitored and data are provided to ensure that it is implemented as designed.

**Section 4: Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
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</thead>
<tbody>
<tr>
<td>17</td>
<td>Intervention is monitored and data are provided to ensure that it is implemented as designed</td>
<td></td>
<td></td>
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</tbody>
</table>

Charting includes student performance trend lines, and/or goal lines.

**Section 5: Legal/Ethical Considerations**

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
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<th>Needs Development</th>
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</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>All aspects of the consultation complied with applicable legal guidelines</td>
<td></td>
<td></td>
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<tr>
<td>25</td>
<td>All aspects of the consultation complied with applicable ethical and professional guidelines</td>
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</tr>
</tbody>
</table>

To obtain a passing score, at least 20 out of the 25 items must be marked “Effective” or “Very Effective”.

Signature: ___________________________ Date: ________________
Psychological Intervention Comprehensive Examination Scoring Rubric

This rubric was developed and modified from the National Certification in School Psychology (NCSP) Case Study to provide feedback on specific areas of your case study write-up. School psychologists are expected to have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be filled out by the evaluator and will be attached to the final grading sheet offered by the Graduate Office of St. John’s College.

**INTERVENTION - Comprehensive Examination Scoring Rubric**

<table>
<thead>
<tr>
<th>Section 1: Problem Identification</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The client/student’s behavior is defined in the context of appropriate grade and/or peer expectations</td>
<td></td>
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<tr>
<td>2. The problem is collaboratively defined</td>
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<tr>
<td>3. Any difference between the problem definition by the parents, teachers, and child is explored and clarified</td>
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<tr>
<td>4. Baseline measures of the problem behavior have been assessed</td>
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</table>

**Section 2: Case Conceptualization**

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Hypothetical case conceptualizations are generated through collaboration with all parties involved</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Multiple sources of data are used that converge on each proposed case conceptualization</td>
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<tr>
<td>7. Case conceptualization reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)</td>
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</table>

**Section 3: Intervention**

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
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</thead>
<tbody>
<tr>
<td>8. Intervention(s) selection follow from the case conceptualization</td>
<td></td>
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<tr>
<td>9. Interventions reflect the best evidence-based practice (e.g., research literature, functional analysis, single case design analysis)</td>
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<tr>
<td>10. Agreement on the goals and task of the interventions are developed and explained</td>
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<tr>
<td>11. Integrated to the interventions is demonstrated</td>
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<tr>
<td>12. Intervention selection considers unintended outcomes or limitations</td>
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<tr>
<td>13. Interventions are modified, adapted, or terminated as may be necessary</td>
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<tr>
<td>14. Interventions are delivered with skill</td>
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</table>

**Section 4: Evaluation**

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Charting includes student performance trend lines, and/or goal lines</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16. Progress monitoring data are present</td>
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</table>
When progress monitoring data indicate no or insufficient progress, a new case conceptualization hypothesis is developed.

Strategies for transfer/generalizing outcomes to other settings are documented as effective.

**Section 5: Legal/Ethical Considerations**

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
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<th>Needs Development</th>
<th>Fail</th>
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<tbody>
<tr>
<td>17</td>
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<td>18</td>
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</tbody>
</table>

To obtain a passing score, at least 16 out of the 20 items must be marked “Effective” or “Very Effective”.

Signature: ___________________________  Date: ___________________________
Appendix R

Professional Practice Competency Exam Evaluation Form
St. John’s University  
*Evaluation of the Professional Practice Competency Examination*

Student: _____________________________ Date: ____________________

**ASSESSMENT - Comprehensive Examination Scoring Rubric**

<table>
<thead>
<tr>
<th><strong>Section 1: Referral Concern</strong></th>
<th><strong>Very Effective</strong></th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
<th><strong>Fail</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> The student's area(s) of academic difficulty are clearly defined</td>
<td></td>
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<tr>
<td><strong>2</strong> The initial referral is operationalized through collaborative efforts (e.g., reading referral is operationalized via teacher interview as a reading decoding issue)</td>
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<td><strong>3</strong> Inquiry into initial referral involves informal consideration of relevant noncognitive factors (e.g., behavior, motivation)</td>
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<tr>
<td><strong>4</strong> The evaluator collects initial pre-referral intervention information (e.g., teacher/parent report regarding what has been tried in the past)</td>
<td></td>
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<td><strong>5</strong> Parents/guardians, teachers, and other relevant individuals are involved in the initial referral process</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Section 2: Assessment Planning</strong></th>
<th><strong>Very Effective</strong></th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
<th><strong>Fail</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong> Hypotheses are generated through collaboration with teacher and/or parent based on initial clarification of referral concerns</td>
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<tr>
<td><strong>8</strong> Hypotheses reflect an awareness of the complexity of learning issues (e.g., physical, social, emotional, cognitive factors)</td>
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<table>
<thead>
<tr>
<th><strong>Section 3: Evaluation/Interpretation</strong></th>
<th><strong>Very Effective</strong></th>
<th><strong>Effective</strong></th>
<th><strong>Needs Development</strong></th>
<th><strong>Fail</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong> Evaluation is conducted using instruments and procedures appropriate to the referral concern as well as examinee factors (e.g., age, cultural/linguistic differences)</td>
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<td><strong>10</strong> Evaluation is conducted using standardized procedures and/or is informed by a systematic assessment approach (e.g., cross-battery assessment principles and procedures; curriculum-based assessment procedures)</td>
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<tr>
<td><strong>11</strong> Evaluation is conducted in a manner that considers the needs of the examinee (e.g., rapport development, length of testing considerations, specific needs of examinee)</td>
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<td><strong>12</strong> Follow-up measures are administered where needed and/or additional data collection methods are utilized</td>
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<tr>
<td><strong>13</strong> Impact of noncognitive factors on test performance is considered</td>
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<td><strong>14</strong> Inconsistencies between referral concern and evaluation data are addressed</td>
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</table>
Interpretation of data moves from interpretable global indices to specific task performances

Examiner identifies conditions under which examinee’s performance appears to vary (e.g., task stimuli, testing of limits)

Areas assessed within the evaluation allow the examiner to fully address all elements of the referral and there is evidence that examiner’s identification of specific areas to assess are guided by current research

<table>
<thead>
<tr>
<th>Section 4: Intervention/Recommendations</th>
<th>Very Effective</th>
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<tbody>
<tr>
<td>Intervention selection is the result of systematic data-based decision making</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>All aspects of the assessment complied with applicable legal guidelines</td>
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<tr>
<td>All aspects of the assessment complied with applicable ethical and professional guidelines</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 6: Overall Evaluation of Oral Presentation</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidates responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 7: Overall Evaluation of Written Component</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The written component of the examination was clear, adequate depth and breadth of knowledge, and demonstrated that the candidate is able to write in a manner reflective of the doctoral degree</td>
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</tbody>
</table>

To obtain a passing score, at least 18 out of the 22 items must be marked “Effective” or “Very Effective”

Signature: ___________________________________________  Date: ______________________
### CONSULTATION - Comprehensive Examination Scoring Rubric

**Section 1: Problem Identification**

| 1 | The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms |
| 2 | The problem is collaboratively defined |
| 3 | The difference between current and desired level of performance is explained |
| 4 | Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines |
| 5 | The student behavior is identified as a skill and/or performance deficit |
| 6 | Parents/ guardians and teachers are involved in the problem-identification process |

**Section 2: Problem Analysis**

| 7 | Hypotheses are generated through collaboration with teacher and/or parent |
| 8 | There are multiple sources of data that converge on each proposed hypothesis |
| 9 | Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural) |

**Section 3: Intervention**

| 10 | Intervention is linked to observable, measurable goal statement(s) |
| 11 | Intervention(s) selection is based on data from problem analysis and hypothesis testing |
| 12 | Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis) |
| 13 | Intervention(s) is developed collaboratively |
| 14 | Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified |
| 15 | Logistics of setting, time, resources and personnel are included in the intervention plan |
| 16 | Intervention selection considers unintended outcomes or limitations |
| 17 | Intervention is monitored and data are provided to ensure that it is implemented as designed |

**Section 4: Evaluation**

| 18 | Charting includes student performance trend lines, and/or |
19. Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings.

20. Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment).

21. Strategies for transfer/generalizing outcomes to other settings are documented as effective.

22. Modifications for future interventions are considered based upon collaborative examination of effectiveness data.

23. Strategies for following up are developed and implemented.

<table>
<thead>
<tr>
<th>Section 5: Legal/Ethical Considerations</th>
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<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. All aspects of the consultation complied with applicable legal guidelines</td>
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<tr>
<td>25. All aspects of the consultation complied with applicable ethical and professional guidelines</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Section 6: Overall Evaluation of Oral Presentation</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. The candidates responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.</td>
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</table>

<table>
<thead>
<tr>
<th>Section 7: Overall Evaluation of Written Component</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. The written component of the examination was clear, adequate depth and breadth of knowledge, and demonstrated that the candidate is able to write in a manner reflective of the doctoral degree.</td>
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</tbody>
</table>

To obtain a passing score, at least 22 out of the 27 items must be marked “Effective” or “Very Effective”.

Signature: _______________________________ Date: _________________________
### Section 1: Problem Identification

<table>
<thead>
<tr>
<th></th>
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<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The client/student’s behavior is defined in the context of appropriate grade and/or peer expectations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>The problem is collaboratively defined</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Any difference between the problem definition by the parents, teachers, and child is explored and clarified</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Baseline measures of the problem behavior have been assessed</td>
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</table>

### Section 2: Case Conceptualization

<table>
<thead>
<tr>
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<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Hypothetical case conceptualizations are generated through collaboration with all parties involved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Multiple sources of data are used that converge on each proposed case conceptualization</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Case conceptualization reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)</td>
<td></td>
<td></td>
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</table>

### Section 3: Intervention

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<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Intervention(s) selection follow from the case conceptualization</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Interventions reflect the best evidence-based practice (e.g., research literature, functional analysis, single case design analysis)</td>
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<tr>
<td>10</td>
<td>Agreement on the goals and task of the interventions are developed and explained</td>
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<tr>
<td>11</td>
<td>Integrated to the interventions is demonstrated</td>
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<tr>
<td>12</td>
<td>Intervention selection considers unintended outcomes or limitations</td>
<td></td>
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<tr>
<td>13</td>
<td>Interventions are modified, adapted, or terminated as may be necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Interventions are delivered with skill</td>
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### Section 4: Evaluation

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>15</td>
<td>Charting includes student performance trend lines, and/or goal lines</td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>Progress monitoring data are present</td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>When progress monitoring data indicate no or insufficient progress, a new case conceptualization hypothesis is developed</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Strategies for transfer/generalizing outcomes to other settings are documented as effective</td>
<td></td>
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<td></td>
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</table>
### Section 5: Legal/Ethical Considerations

<table>
<thead>
<tr>
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<th>Effective</th>
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</thead>
<tbody>
<tr>
<td>19</td>
<td>All aspects of the intervention complied with applicable legal guidelines</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20</td>
<td>All aspects of the intervention complied with applicable ethical and professional guidelines</td>
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### Section 6: Overall Evaluation of Oral Presentation

<table>
<thead>
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<th>Effective</th>
<th>Needs Development</th>
<th>Fail</th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>The candidates' responses to questions by the committee were appropriate, well-thought out and consistent with the scientific literature.</td>
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### Section 7: Overall Evaluation of Written Component

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<th>Needs Development</th>
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</thead>
<tbody>
<tr>
<td>22</td>
<td>The written component of the examination was clear, adequate depth and breadth of knowledge, and demonstrated that the candidate is able to write in a manner reflective of the doctoral degree.</td>
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*To obtain a passing score, at least 18 out of the 22 items must be marked “Effective” or “Very Effective”*

Signature: ___________________________  Date: ______________
Appendix S

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

The Dissertation Contract Form

The Dissertation Planning Form
ST. JOHN'S UNIVERSITY
DOCTOR OF PSYCHOLOGY PROGRAM IN
SCHOOL PSYCHOLOGY

Two Sections of the Doctoral Dissertation

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

Section 1
Students will be required to prepare a professional practice work sample. Please see the Professional Practice Competency Exam section of this handbook for a more thorough description (section IV, “N”).

Section 2
Students will be required to prepare an empirical data based paper. The first step in this process is submission of a research proposal. Please see the doctoral dissertation section of this handbook for a more thorough description (section IV, “O”).
Dissertation Requirement: Section 1
Professional Practice Competency Examination

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

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

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

There are three main categories of practice samples:

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

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

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

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

Category A and B practice samples, and to a lesser extent Category C practice samples, should include: a) identifying information and description of student, client or group population, or situation; b) provide dates and nature of contacts, etc. in carrying out the work; c) indicate significant prior events which need to be known to understand the significance of the assessment, intervention, or other activity presented; d) identify goal(s) of the assessment, intervention, or other activity presented; e) provide description of and rationale for assessment, intervention, or other procedure(s) used, and for the evaluation of the effectiveness of the assessment, intervention or other activity; f) indicate status of the situation at the time practice sample was prepared; g) if desired provide assessment materials, profiles, etc., if used; and verbatim transcript(s), audiotape(s), video(s) of assessment, intervention, or other activity; h) indicate how confidentiality is protected, and provide consent forms as appropriate.
Dissertation Requirement: Section 2

Dissertation Research

This section will meet the following criteria:

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

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

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

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

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

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

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

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

Methods
Procedures, participants, materials, etc.

Statistical Analyses
How will you analyze the data?

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

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

Student’s Name: _____________________  Mentor’s Name: _______________________

PROPOSED TITLE OF DISSERTATION:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Mentor agrees to:

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

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

Student agrees to:

1. Read the literature in preparation for regular meetings with his or her mentor.

2. Develop a clear statement of the research topic and its relevance for school psychology.

3. Review all major theories in the topic area.

4. Review all basic and applied empirical research in the topic area.

5. Summarize substantive conclusions from the related literature.

6. Summarize the quality of research in the area, including the appropriateness of the methodology.

7. Discuss the implications of the research as well as how the substantive findings from this research are applicable to the practice of school psychology.

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

Mentor’s Signature: _____________________  Date: ______________

Student’s Signature: _____________________  Date: ______________
Dissertation Planning Form

Your dissertation mentor will schedule times with you to review your dissertation. It is their responsibility to return work back to you in a timely fashion (within 3 weeks).

**Student's Name:** __________________________

**Dissertation Topic:** ____________________________________________

**Committee:**
Member's Names:  __________________________________________ (mentor)

__________________________________________

__________________________________________ (optional outside reader)

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<th>Projected Completion</th>
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<th>Submission 2</th>
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<td>Literature Review</td>
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<tr>
<td>Proposed Methods</td>
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<td>Proposed Statistical Analyses</td>
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<td>Proposal Meeting*</td>
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<td>Start Collecting Data</td>
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<tr>
<td>Finish Collecting Data</td>
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<tr>
<td><strong>Dissertation</strong></td>
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<tr>
<td>Statistical Analyses</td>
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<td>Method</td>
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<td>Results</td>
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<td>Discussion</td>
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<td><strong>Scheduling of Orals</strong></td>
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</tbody>
</table>

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

Mentor Name: __________________________  Student Name: __________________________

Date: __________________________  Date: __________________________

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

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

The department of psychology is in possession of a variety of testing kits, which are measures of personality, academic achievement, and various cognitive abilities. The testing kits are kept in locked cabinets in the testing room, Marillac Hall Sub-basement 15, Room 11, and in a locked cabinet across the hall. Barbara Passudetti, the School Psychology department secretary, is in possession of keys to the testing room and the key box inside (which contains the keys to the cabinets), as do the two Graduate Assistants assigned to the testing room, who are chosen by the department with input from Dr. Dawn Flanagan. Neither professor nor student may remove testing materials from the testing room without speaking with the Graduate Assistants, who monitor the release of materials and sign them in and out of the room.

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

The Graduate Assistants are not responsible for testing kits owned and used by the Center for Psychological Services. Any questions about this policy should be addressed to the Graduate Assistants, who can be reached at (718) 990-6855.
Appendix U

Planning Form General Track Psy.D.

Planning Form Bilingual Track Psy.D.

Planning Form Advanced Standing Psy.D.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>SJU Credits</th>
<th>Transfer Credits</th>
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<tr>
<td><strong>1st Year Fall Semester</strong></td>
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<td>608 Statistical Design in Research</td>
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<td>665 Introduction to School Psychology</td>
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<td>661 Psychoeducational Assessment I</td>
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<tr>
<td>615 Principles of Learning</td>
<td>3</td>
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<tr>
<td>or 617 Cognitive Psychology</td>
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<td>695 Research Colloquium</td>
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<td>614 Multivariate Analysis for Psychology Research</td>
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<td>666 Interviewing and Case Formulation</td>
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<td>671 Child &amp; Adolescent Personality Assessment I</td>
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<td>716 Psychoeducational Consultation</td>
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<td>715 Assessment, Diagnosis, and Remediation of LD</td>
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<tr>
<td>or 727 Psychopathology of Childhood &amp; Adolescence II</td>
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<td>761 Psychological Assessment Practicum I</td>
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**3rd Year Spring Semester**

| 623 Developmental Psychology I | 3 | | |
| 627 Cultural Diversity in Psychological Services | 3 | | |
| 753 School Psychology Internship Seminar II | 3 | | |
| Elective: | 3 | | |
| 695 Research Colloquium | 0 | | |
| Convocate: Master of Science Degree | Yes/No | | |
| Cumulative credits (semester/total): | 12/78 | | |

**3rd Year Summer Semester**

| 763 Psychological Intervention Practicum I | 3 | | |
| Cumulative credits (semester/total): | 3/81 | | |

**4th Year Fall Semester**

| 650 History and Systems | 3 | | |
| 754 School Psychology Internship Seminar III | 3 | | |
| 764 Psychological Intervention Practicum II | 3 | | |
| Elective: | 3 | | |
| 695 Research Colloquium | 0 | | |
| Cumulative credits (semester/total): | 12/93 | | |

**4th Year Spring Semester**

| 624 Developmental Psychology II | 3 | | |
| 755 School Psychology Internship Seminar IV | 3 | | |
| 765 Psychological Intervention Practicum III | 3 | | |
| 951 Doctoral Research (3 tuition credits) | 3 | | |
| 695 Research Colloquium | 0 | | |
| Cumulative credits (semester/total): | 12/105 | | |

**5th Year Fall Semester**

| 905 Internship I | 0 | | |
| 951 Doctoral Research | 1 | | |
| 695 Research Colloquium | 0 | | |
| Cumulative credits (semester/total): | 1/106 | | |

**5th Year Spring Semester**

| 905 Internship II | 0 | | |
| 951 Doctoral Research | 1 | | |
| 695 Research Colloquium | 0 | | |
| Cumulative credits (semester/total): | 1/107 | | |

**Optional Elective Concentration (9 credits within a concentration)**

**If neuropsych., see Program Director**

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

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<td>661 Psychoeducational Assessment I</td>
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**Professional Practice Competency Examination:** Pass/Fail

**Convocation: Master of Science Degree:** Yes/No

**Cumulative credits (semester/total):** 12/78

### 3rd Year Summer Semester

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**Cumulative credits (semester/total):** 3/81

### 4th Year Fall Semester

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<td>Cross-Cultural Psychology</td>
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<td>764</td>
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**Cumulative credits (semester/total):** 12/93

### 4th Year Spring Semester

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<td>School Psychology Internship Seminar IV</td>
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**Cumulative credits (semester/total):** 15/105

### 5th Year Fall Semester

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**Cumulative credits (semester/total):** 1/106

### 5th Year Spring Semester

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**Cumulative credits (semester/total):** 1/107

### OPTIONAL ELECTIVE CONCENTRATION (9 credits within a concentra AREA**

**If neuropsych., see Program Director**

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**Total Credits:** /107

**Advisor Initials:**

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

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**Cumulative credits (semester/total):** 1/50

### OPTIONAL ELECTIVE CONCENTRATION

(9 credits within a concentration)

**If neuropsych., see Program Director**

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**Area**: 

### Dissertation

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**Total Credits:** /50

**Advisor Initials:**
Appendix V

NASP Standards for Training and Practice
NASP Standards

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

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

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

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

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

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

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

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

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

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

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