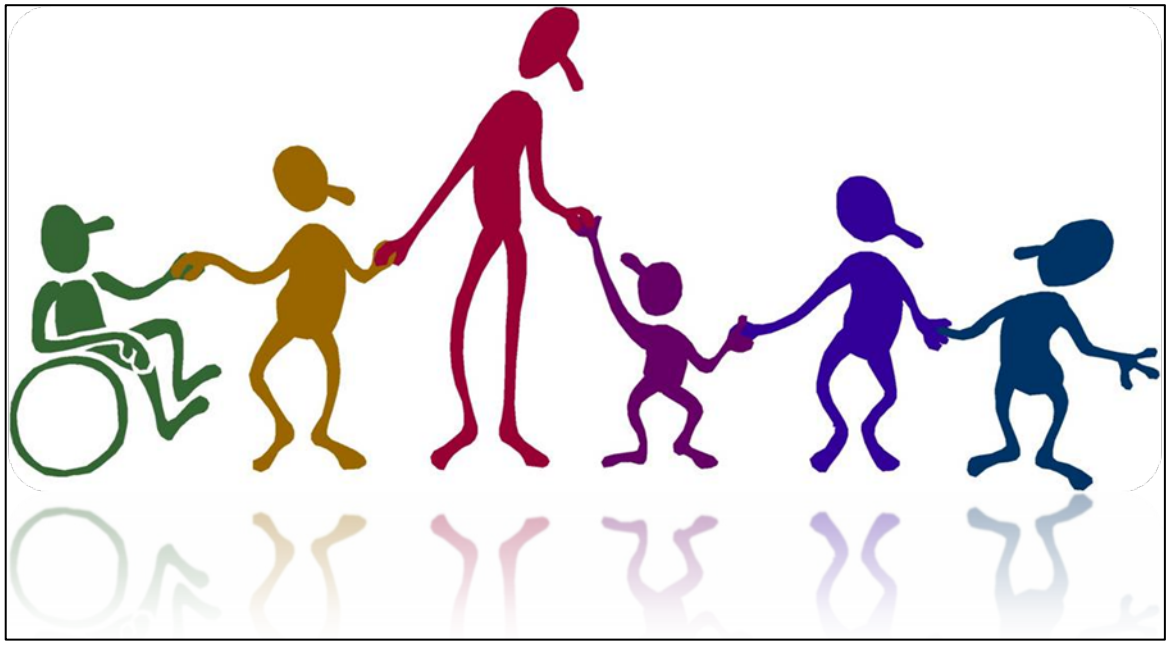
St. John's University

Master of Psychology Program in School Psychology



Student Handbook 2015-16

Master of Science Program in School Psychology
Department of Psychology
Graduate Division of St. John's College Arts & Sciences

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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 which flows from free inquiry, religious values and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology, global awareness and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning. Our core curriculum in the liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous standards, and innovative application of knowledge. We aim not only to be excellent professionals 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 which 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 combine 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 which are adaptable, effective, and concrete. In the Vincentian tradition, we seek to foster a world view 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.

We benefit from New York City's cultural diversity, its intellectual and artistic resources, and the unique professional educational opportunities offered by New York, Rome and other cities throughout the world where our students study and serve. With this richness comes responsibility. We seek and welcome opportunities to partner and plan with our metropolitan communities. We encourage them to use our intellectual resources and professional expertise in developing solutions that address strategic issues of mutual concern. 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 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 116 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, 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 107 credit Psy.D. Program in School Psychology. The M.S. program is NASP approved, and the Psy.D. program is NASP approved and APA accredited. .

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, 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. Also, 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. 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 four semesters of supervision through practicum and internship courses. We evaluate students' clinical competencies in each of these semesters and through the third year comprehensive 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

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

1. School psychologists who can conceptualize psychological problems of children, adolescents, and their families as they relate to functioning within the school environment.
2. School psychologists who can engage in evidence-based assessment, consultation, and who can develop treatment plans and select interventions that are based on these data-driven methods to address the education and mental health needs of children and their families.
3. School psychologists who can review the theoretical and empirical literature on a professional topic and draw conclusions concerning how research will drive professional school-based practice.
4. School psychologists who can gather empirical data to answer professional questions.
5. School psychologists who can engage in professional activities at a level of competence that is consistent with professional standards, and aspire to develop their professional practices at a level consistent with the highest ethical principles.

6. School psychologists who can appreciate and consider the diversity of social, cultural, and linguistic experiences that influence human behavior, academic performance, and student development.
7. School psychologists who can deliver or adapt evidence-based educational and mental health services to underserved populations.
8. School psychologists who will be regional, national, and international leaders in the field of school psychology and promote the aforementioned aims throughout their career.

2. Program Goals and Objectives:

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)

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

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, and 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 practica, field placements, and internships provided in the second and third years of course work.

2. 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

The University awards a limited number of Graduate Assistantships annually to qualified graduate students. Assistants 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 fifteen hours per week in their respective departments. The assistantships provide tuition remission for a maximum of fifteen credits and sometimes a stipend. Recipients are prohibited from outside employment for 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). The Subject test is not required. 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.

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. The Program Director, Chair, or the Dean may limit the program of a student on academic probation. Students on academic probation cannot sit for the comprehensive 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 credits per semester, or the equivalent. Equivalent full time enrollment with fewer than nine credits requires that students are completing an internship. In the second year of the program when enrolled in the practicum, students may register for up to fifteen credits: twelve credits of course work plus three credits of practicum. Students may attend the program on a part-time basis. Students attending part-time should consult the University's bulletin concerning residency requirements and maximum length of time allowed to complete the degree. In addition, students are responsible for following course sequences to prevent needing to take courses in a semester when they are not ordinarily offered.

C. Advisement and Registration

Upon matriculation, we assign all students an advisor. Each student will receive 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 a priority registration number at this time. The student will give the Departmental Secretary the top two sheets of the form. Registration is completed by using St. John's University's online registration system.

A bill for tuition and fees is then sent to the student and the student can complete registration online. Please note, courses with small enrollments may be canceled. If a student is unable to meet with his or her advisor, only the following faculty can sign a student's registration form: DiGiuseppe, Flanagan, Kurasaki, Ortiz, 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 course, the department and the program reserves the right to direct students into particular sections of a course, which means that a student's request may not be honored.

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 his or her 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. Students who register for Maintaining Matriculation are no longer considered to be in full-time status and will be required to begin payments on any student loans they may have. Those students who fail to maintain continuous enrollment for one semester must:

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

E. Time Limit

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

F. Attendance Policy

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

G. Grading

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

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

All master's students must receive a grade of "B" or better in the following courses (661, 662, 752, 752B, 753, 761, 761B, 762, 762B, 753) and a grade of "C" or better in all other courses to receive credit to count toward their master's 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 attempted yields the quality point index.

Students must receive a "C" or better to get academic credit in all courses. Students who receive a grade below a "C" in any course must retake the courses until they receive a "C" or better. 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, he or she 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's 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

A student whose GPA falls below a 3.0 will be placed on academic probation and does not qualify to sit for the comprehensive examination. The Chair 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 66 credits (which includes a five-day per week internship during the third academic year), a comprehensive examination, and the PRAXIS II: School Psychologist examination. Upon completion of these requirements, students will be awarded the M.S. in School Psychology (after the third full year). This allows the student to qualify for a provisional New York State School Psychology Certificate that authorizes practice as a school psychologist in the school system (See section IV-J for additional information). This certificate is valid for five years from the date of issuance. With the accumulation of two years of school experience, a permanent certificate is issued in the field of pupil personnel services. See section IV-J2 for foreign student information.

K. Student Work Policy

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

L. Malpractice / Professional Liability Insurance

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

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

M. Academic Integrity

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

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

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

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

In addition, to provide more specific guidance to students writing term papers, the School Psychology Department has adopted a statement on plagiarism 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. 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 Masters students to have their voices heard by the school psychology faculty, a full time Masters student is elected by his/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 Masters 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 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 its finding in writing to the Compliance Officer. This finding is final. Within 7 days of receiving the finding, the Compliance Officer must communicate the finding to the student, in writing. If the panel finds that there has been a violation of the University's policy against discrimination, discrimination-related harassment, and sexual harassment has occurred, the Compliance Officer shall take prompt and appropriate remedial action. The resolution recommended by the Compliance Officer is deemed final, 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 Dorothy Schmitt, the Associate Director of Counseling Center at (718) 990-6384 or see the webpage http://www.stjohns.edu/campus/handbook/chapter6/disabilities.stj.

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 the 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 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 appropriate accommodations at St. John's University.

A student who is dissatisfied with the decision of the Student Life Administrator, 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), s/he 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, s/he may appeal in writing to the Dean of St. John's College within ten working days from the date of the Step 4 response. Upon receipt of the appeal, the Dean will schedule a meeting with the grievant and the individual 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 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

603 - Statistical Design in Research	3 credits
661 - Psychoeducational Assessment I	3 credits
665 - Introduction to School Psychology	3 credits
666 - Interviewing Skills for Counseling and Consultation	3 credits
695 - Research Colloquium	0 credits

(Total credits after the first semester - 12 credits)

FIRST YEAR SPRING SEMESTER

648 - Physiological Psychology	3 credits
662 - Psychoeducational Assessment II	3 credits
620 - Cognitive Psychology of Academic Learning	3 credits

671 - Child & Adolescent Personality Assessment 3 credits
695 - Research Colloquium 0 credits
(Total credits after the first year - 24 credits)

FIRST YEAR SUMMER SEMESTER (optional)
761 - Psychological Assessment Practicum I[1] 3 credits

SECOND YEAR FALL SEMESTER

659 - Psychological Measurement & Scaling 3 credits
Either 726 - Psychopathology Across the Lifespan I 3 credits
Or 727 - Psychopathology Across the Lifespan II
761 - Psychological Assessment Practicum I[2] 3 credits
716 - Psychoeducational Consultation 3 credits
627 - Cultural Diversity 3 credits
695 - Research Colloquium 0 credits
(39 credits)

SECOND YEAR SPRING SEMESTER

715 - Assessment, Diagnosis, & Remediation of Learning Disabilities 3 credits
623 - Developmental Psychology 3 credits
749 - Behavior Therapy: Assessment, Treatment & Consultation 3 credits
Either 727 - Psychopathology Across the Lifespan II 3 credits
Or 726 - Psychopathology Across the Lifespan I
762 - Psychological Assessment Practicum II[2] 3 credits
695 - Research Colloquium 0 credits
(Total credits after the second year - 54 credits)

THIRD YEAR FALL SEMESTER

615 - Research Methods in School Psychology 3 credits
752 - School Psychology Internship Seminar I: Professional Issues[3] 3 credits
695 - Research Colloquium 0 credits
(60 Credits)

THIRD YEAR SPRING SEMESTER

Elective 3 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.

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

[3] Students will be required to spend five days per week in a school setting working under a Certified School Psychologist who is also a Licensed Psychologist.

753 - School Psychology Internship Seminar II: Psychological Interventions[3] 3 credits
695 - Research Colloquium 0 credits
(Total credits after the third year - 66 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.

B. Schedule for Part-Time Students: General Track

FIRST YEAR FALL SEMESTER

665 - Introduction to School Psychology 3 credits
661 - Psychoeducational Assessment I 3 credits
695 - Research Colloquium 0 credits
(6 credits)

FIRST YEAR SPRING SEMESTER

620 - Cognitive Psychology of Academic Learning 3 credits
662 - Psychoeducational Assessment II 3 credits
695 - Research Colloquium 0 credits
(Total credits after the first year - 12 credits)

SECOND YEAR FALL SEMESTER

603 - Statistical Design in Research 3 credits
666 - Interviewing & Case Formulation 3 credits
695 - Research Colloquium 0 credits
(18 credits)

SECOND YEAR SPRING SEMESTER

648 - Physiological Psychology 3 credits
671 - Child & Adolescent Personality Assessment 3 credits
695 - Research Colloquium 0 credits
(Total credits after the second year - 24 credits)

THIRD YEAR FALL SEMESTER

623 - Developmental Psychology 3 credits
Either 726 - Psychopathology Across the Lifespan I 3 credits
Or 727 - Psychopathology Across the Lifespan II

761 - Psychological Assessment Practicum I[1] 3 credits
695 - Research Colloquium 0 credits
(33 credits)

THIRD YEAR SPRING SEMESTER

715 - Assessment, Diagnosis and Remediation of Learning Disabilities 3 credits
Either 727 - Psychopathology Across the Lifespan II 3 credits
Or 726 - Psychopathology Across the Lifespan I
762 - Psychological Assessment Practicum II[1] 3 credits
695 - Research Colloquium 0 credits
(Total credits after the third year - 42 credits)

FOURTH YEAR FALL SEMESTER

716 - Psychoeducational Consultation 3 credits
659 - Psychological Measurement & Scaling 3 credits
695 - Research Colloquium 0 credits
(48 credits)

FOURTH YEAR SPRING SEMESTER

749 - Behavior Therapy: Assessment, Treatment and Consultation 3 credits
627 - Cultural Diversity in Psychological Services 3 credits
695 - Research Colloquium 0 credits
(Total credits after the fourth year - 54 credits)

FIFTH YEAR FALL SEMESTER

615 - Research Methods in School Psychology 3 credits
752 - School Psychology Internship Seminar I: Professional Issues[2] 3 credits
695 - Research Colloquium 0 credits
(60 credits)

FIFTH YEAR SPRING SEMESTER

Elective 3 credits
753 - School Psychology Internship Seminar II: Psychological Interventions[2] 3 credits
695 - Research Colloquium 0 credits
(Total credits after the third year - 66 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.

[1]Students will work in the Center for Psychological Services & Clinical Studies.
[2] Students will be required to spend five days per week in a school setting working under a Certified School Psychologist who is also a Licensed Psychologist.

C. 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 in which they are interested in is one for which the NYS certification is available.

More detailed information on bilingual certification and the requisite testing is available online at the New York State Education Department website: **http://www.nysed.gov/**. Students can also contact the State Department directly by telephone (518) 474-3852.

Enrollment in the Bilingual Track
Students must obtain approval from the Program Director to enroll in the bilingual track. Enrollment in the bilingual track is not contingent upon passing the NYS bilingual certification exams. It is strongly encouraged that students consider taking the examinations early in their graduate coursework. This would allow for the student to receive additional opportunity to increase proficiency to pass the examinations. If a student takes all of the Bilingual Track coursework but does not pass the Bilingual Proficiency Exam, the student will not become certified as a bilingual school psychologist. 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 (PSY 671) includes instruction on the use of a new personality test standardized with 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) provide students in their second year (prior to their internship) with 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 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" (662B), "Cultural Diversity in Psychological Services" (Psy 627), and "Psycholinguistics and the Practice of School Psychology with Bilingual Populations" (Psy 729).

1. Schedule for Full-time Students: Bilingual Track

The course of study for the Bilingual Track of the Master's of Science program in School Psychology appears below.

FIRST YEAR FALL SEMESTER

603 - Statistical Design in Research	3 credits
661 - Psychoeducational Assessment I	3 credits
665 - Introduction to School Psychology	3 credits
666 - Interviewing Skills for Counseling and Consultation	3 credits
695 - Research Colloquium	0 credits
	(12 credits)

FIRST YEAR SPRING SEMESTER

648 - Physiological Psychology	3 credits
620 - Cognitive Psychology of Academic Learning	3 credits
671 - Child & Adolescent Personality Assessment	3 credits
662B - Psychoeducational Assessment of Culturally and Linguistically Diverse Children	3 credits
695 - Research Colloquium	0 credits
	(Total credits after first year - 24 credits)

SECOND YEAR FALL SEMESTER

659 - Psychological Measurement & Scaling	3 credits
Either 726 - Psychopathology Across the Lifespan I	3 credits
Or 727 - Psychopathology Across the Lifespan II	
716 - Psychoeducational Consultation	3 credits
729 - Psycholinguistics & the Practice of School Psychology with Culturally and Linguistically Diverse Populations	3 credits

761B - Psychological Assessment Practicum I - Bilingual[1] 3 credits
695 - Research Colloquium 0 credits
(39 credits)

SECOND YEAR SPRING SEMESTER

715 - Assessment, Diagnosis, & Remediation of Learning Disabilities 3 credits
623 - Developmental Psychology 3 credits
749 - Behavior Therapy: Assessment, Treatment & Consultation 3 credits
Either 727 - Psychopathology Across the Lifespan II 3 credits
Or 726 - Psychopathology Across the Lifespan I
762B - Psychological Assessment Practicum II – Bilingual[1] 3 credits
695 - Research Colloquium 0 credits
(Total credits after the second year - 54 credits)

THIRD YEAR FALL SEMESTER

615 - Research Methods in School Psychology 3 credits
752B - Bilingual School Psychology Internship Seminar I: Professional Issues – Bilingual[2] 3 credits
695 - Research Colloquium 0 credits
(60 Credits)

THIRD YEAR SPRING SEMESTER

627 - Cultural Diversity in Psychological Services 3 credits
753 - School Psychology Internship Seminar II: Psychological Interventions[2] 3 credits
695 - Research Colloquium 0 credits
(Total credits after the third year - 66 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.

2. Schedule for Part-Time Students: Bilingual Track

FIRST YEAR FALL SEMESTER

665 - Introduction to School Psychology 3 credits
661B - Psychoeducational Assessment I 3 credits
695 - Research Colloquium 0 credits
(6 credits)

[1] Students will work in the Center for Psychological Services and Clinical Studies for this Practicum.
[2] Students will be required to spend five days per week in a school setting working under a Certified School Psychologist who is also a Licensed Psychologist.

FIRST YEAR SPRING SEMESTER

620 - Cognitive Psychology of Academic Learning	3 credits
662B - Psychoeducational Assessment of Culturally and Linguistically Diverse Children	3 credits
695 - Research Colloquium	0 credits
(Total credits after first year - 12 credits)	

SECOND YEAR FALL SEMESTER

603 - Statistical Design in Research	3 credits
666 - Interviewing & Case Formulation	3 credits
695 - Research Colloquium	0 credits
(18 credits)	

SECOND YEAR SPRING SEMESTER

648 - Physiological Psychology	3 credits
671 - Child & Adolescent Personality Assessment	3 credits
695 - Research Colloquium	0 credits
(Total credits after the second year - 24 credits)	

THIRD YEAR FALL SEMESTER

659 - Psychological Measurement & Scaling	3 credits
Either 726 - Psychopathology Across the Lifespan I	3 credits
Or 727 - Psychopathology Across the Lifespan II	
761B - Psychological Assessment Practicum I - Bilingual[1]	3 credits
695 - Research Colloquium	0 credits
(33 credits)	

THIRD YEAR SPRING SEMESTER

715 - Assessment, Diagnosis and Remediation of Learning Disabilities	3 credits
Either 727 - Psychopathology Across the Lifespan II	3 credits
Or 726 - Psychopathology Across the Lifespan I	
762B - Psychological Assessment Practicum II – Bilingual[1]	3 credits
695 - Research Colloquium	0 credits
(Total credits after the third year - 42 credits)	

FOURTH YEAR FALL SEMESTER

623 - Developmental Psychology	3 credits
716 - Psychoeducational Consultation	3 credits
695 - Research Colloquium	0 credits
(48 credits)	

[1] Students will work in the Center for Psychological Services and Clinical Studies for this Practicum.
[2] Students will be required to spend five days per week in a school setting working under a Certified School Psychologist who is also a Licensed Psychologist.

FOURTH YEAR SPRING SEMESTER

749 - Behavior Therapy: Assessment, Treatment and Consultation	3 credits
627 - Cultural Diversity in Psychological Services	3 credits
695 - Research Colloquium	0 credits

(Total credits after the fourth year - 54 credits)

FIFTH YEAR FALL SEMESTER

615 - Research Methods in School Psychology	3 credits
752B - Bilingual School Psychology Internship Seminar I: Professional Issues – Bilingual[2]	3 credits
695 - Research Colloquium	0 credits

(60 credits)

FIFTH YEAR SPRING SEMESTER

753 - School Psychology Internship Seminar II: Psychological Interventions[2]	3 credits
729 - Psycholinguistics and the Practice of School Psychology with Culturally and Linguistically Diverse Populations	3 credits
695 - Research Colloquium	0 credits

(Total credits after the fifth year - 66 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.

D. Description of Required Courses

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

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

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

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

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

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

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

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

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

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

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

662 PSYCHOEDUCATIONAL ASSESSMENT II
Prerequisite: 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. Practicum fee: 3 graduate credits.

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

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

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

729 PSYCHOLINGUISTICS AND THE PRACTICE OF SCHOOL PSYCHOLOGY WITH CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS
This course will provide the student with an understanding of normal language development, second language acquisition, and the problems in delivering school psychological services to bilingual children. Students will be taught to differentiate between language difficulties

encountered in acquiring a second language from language "deficits" or disorders. Credit: 3 semester hours.

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

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

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

753 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR II: PSYCHOLOGICAL INTERVENTIONS
Prerequisite: 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.

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. 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. Credit: 3 semester hours.

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

are done under the supervision of the instructor who will be a licensed and certified school psychologist. Students will be graded on their diagnostic/assessment skills, interpersonal relations, and professional conduct. Credit: 3 semester hours.

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

E. Electives

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

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

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

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

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

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

F. Community Service Commitments

1. Community Service Commitment

St. John's is a Vincentian University, inspired by St. Vincent de Paul's compassion and zeal for service. In the Vincentian tradition, we seek to foster a world view 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 utilize the students' strengths, academic knowledge and skills.

Students enrolled in one of the graduate programs in School Psychology will complete 30 community service hours in their first year of attendance. Part-time students may do so over the course of two 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.

2. 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. However, master's students are encouraged to attend. Faculty will present their research, research of some of their doctoral students, or discuss an emerging area of research in the field. Typically one meeting per month is scheduled and school psychology students may bring their lunch and participate in these meetings.

G. 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 K 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.

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):
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.

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. Quality consultation makes use of objective data. Students are encouraged to operationally define problems and collect qualitative and quantitative data to be used in problem analysis and program evaluation. Students will submit weekly logs of their interactions during the consultation sessions, as well as a summary that includes a reaction to the consultation experience.

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

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

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

Students will work very closely with their supervisors in all aspects of the assessment process, including consultation with parents and school staff. Students are to refer to their individual course syllabi (PSY 761, 762, 761B, 762B) for the details of the practicum supervision. An important aspect of this training includes an emphasis on the professional growth of the student. Students must always conduct themselves with the utmost professionalism while at the Center and dress and behave in a way that encourages respect. The Ethical Standards for Psychologists established by the American Psychological Association and the Ethical and Religious Directives for Catholic Health Facilities are important guidelines with which to become familiar, as the center upholds these principles. These guidelines are found at:
www.usccb.org/bishops/directives.html

The practicum supervisors who serve as instructors for the School Psychology practicum courses are 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.

I. Third Year Field Placements (School Psychology Internship)

Prerequisites
Prior to beginning the third year field placement, students must have completed 54 course credits, which must include the following courses: PSY 603, 620, 659, 661, 662/B, 665, 666, 671, 761/B, 762/B, 726, 727, 715, 716, and 749. In addition, 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 consult the Field Placement Coordinator and their internship site to obtain information regarding fingerprinting.

Students must complete their field placement, PSY 752/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.

To satisfy the third-year field placement requirements, students must work in a school setting five full days per week for two semesters (September-June), which totals 181 days or 1200 clock hours. All internship hours must be completed by the end of St. John's University Spring Semester in order to receive a grade for the course and satisfy graduation requirements. If interns have not completed 1200 hours by that date, they will only be eligible to graduate after completion of internship hours. Interns follow the site's academic calendar for the length of the placement, beginning their work in September and continuing through the end of June. Internship sites may be in urban or suburban schools encompassing either elementary (Kindergarten through 5th Grade), middle (6th through 8th Grade), or high (9th through 12th Grade) school levels. Students must have their placement approved by the Program Director or the Coordinator of Field Placements. **Once a student has accepted an internship position verbally or in writing, the student may no longer apply or interview for any other internship opportunities. A decision to leave an internship placement is left to the 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. Currently, students use Time2Track, which is a web-based tracking system. Students must also submit a report showing the monthly summary for all activities to their respective professors in PSY 752 and 753; these monthly summaries can be generated from Time2Track. This is necessary to insure that the student receives full credit toward the 1200 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 (e.g., administration, report writing).

The evaluation of internship sites by the School Psychology Graduate Program is strict and involves great scrutiny and quality control. The procedure normally begins when schools contact the Program Director with a request for interns. The department accepts internship sites based on knowledge of the internship supervisor, his or her reputation as a competent and ethical professional among peers in the local community, and his or her holding of a valid license and certification as a School Psychologist. In addition, the school psychology faculty visit internship sites regularly and maintain telephone contact or in-person contact throughout the internship. Internship supervisors must hold a masters degree in psychology and school psychology certification in the state in which they work. At the beginning of the internship year, the department mails each field placement supervisor a contract and planning form. 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. Both the supervisor and student will sign a contract outlining their responsibilities, including 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. At the conclusion of the year, students complete evaluations of their internship site and supervisor. These forms can be obtained from the Departmental Secretary.

Information on School Psychology Certification in all 50 states can be found at:
http://www.nasponline.org/certification/state_info_list.aspx

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.

J. Annual Feedback

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

K. PRAXIS II: School Psychologist Examination

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

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

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

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

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

•System-Level Services (approximately 22 items)

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

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

As recommended by the standard setting panel, the passing score set by NASP for the new exam is 147 (on a 100-200 reporting scale). ***This is a change from the previous passing score of 165. But it does not mean it is easier.*** The content of the test has changed; therefore, scores from the previous exam should not be compared to scores from the new exam. The passing score is expressed in terms of a scaled score (on a 100-200 scale) and not in terms of the raw score (i.e., number of items answered correctly on a particular form of the test).

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

Successful completion of the Comprehensive Examination for the School Psychology program requires that students pass the PRAXIS II exam as well as the case study portion of the exam described in Section L. 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, a degree will not be granted until the student successfully completes 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 student's responsibility to ensure that the school psychology program *AND* NASP receive an official complete results report of the PRAXIS II examination. These results will be required for each time the student takes the examination.

Attending Institution Code: **A2845** St Johns U NY
Designated Score Recipient Code: **RA2799** U NY Marillac

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

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

L. Comprehensive Examination

The Master's degree in school psychology requires the satisfactory completion of course requirements, and the passing of 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 case study reports, one each in psychological assessment, consultation, and psychological

intervention that should represent the students' integration of coursework, knowledge, and programmatic training and be reflective of student competency in each of these areas.

The University will confer the Master's degree at the next graduation after the student completes the required course work and passes the comprehensive examination. 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 fail the comprehensive exam will not receive the M.S. degree. Students who fail the comprehensive exam must retake the exam a second time.

1. Eligibility

Students must have completed a minimum of 60 credits by the end of the semester before their comprehensive examination and be registered to have at least 66 credits by the end of the spring of their third full year in the program. These credits will only be for courses in which students receive a grade of B or higher. In order to take the examination, students must be in good academic standing, which is defined by the University as a GPA of 3.0 or better, and may not have an "Incomplete" on their transcript. 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 program offers this exam ONLY during the mid-winter break (on or around January 15th). The student has 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 internship and during the third year of the program. Part time students are expected to take the examination while on their internship 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 comprehensive examination is typically between semesters of the student's internship placement (i.e., January). Students who fail the comprehensive exam must follow the steps below:

a. Go to the Graduate Division office and request the faculty members' evaluations of the case study portion(s) of the exam that you failed.
b. Contact the faculty members who failed you and obtain specific and targeted feedback regarding why your case study received a failing grade.
c. Work with one (or more) of the faculty members who failed you on a plan designed to remediate your skill weaknesses. The plan may include, for example, a list of specific readings, auditing a course that was already taken, receiving supervision on a similar type of case at our Center for Psychological Services, and the like.
d. Your plan must include a date on which you plan to submit your second case study (e.g., first week of May; on or before June 1). The plan must be signed by you and the faculty member(s) who assisted you in devising the plan.

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

3. Applying to Take the Examination

Students must apply to the Office of the Graduate Division to submit the case study portion of the examination before the published deadline. 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 sent to the Program Director to complete the first part of the examination. Students should go to the Website for the examination and study all the details concerning its administration at: http://www.ets.org

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

1. Assessment
2. Intervention
3. Consultation

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

Each competency case study report should be no more than ten 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 the cover page should include only the title of the competency area (i.e., Assessment, Intervention, or Consultation) and the student's name. 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. Charts, graphs, and intervention plans are the only material that will be accepted as appendices for all three sections.

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 cover of each of the 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 I) and the School Psychology Department's Comprehensive Examination Scoring Rubric (Appendix J). 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

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 H. Students *must* attach the actual case report to the assessment section. Any paper submitted for the assessment section that does not have the actual report attached will receive a failing grade automatically.

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

Consultation Section

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

M. Graduation

Graduate degrees are conferred by the Board of Trustees three times a year on the Jamaica Campus: 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 requirements for the degree. This should be done no later than the date indicated in the Academic Calendar.

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

N. 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 Mrs. Bruno in the School of Education. She 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 M.S. webpage under the "Information for Current Students" section, in the STJ Central Group, and below. The code for STJ School Psychology Programs is 80299.

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

2. Foreign Students

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

3. 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.

4. Required Workshops

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

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

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

2. American Psychological Association (APA)

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

3. Student Affiliates of School Psychologists (SASP)

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

foster participation in activities that will further strengthen this discipline in the future, as well as those that benefit the community at large.

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

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

4. New York 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 has approximately 1,000 school psychologists. The voting members of the NYASP Board consists of elected Chapter Representatives and the executive committee. The President appoints alternates for each chapter.

NYASP has four main objectives:

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

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

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

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

5. New York State Psychological Association (NYSPA)

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

NYSPA has three main objectives:

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

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

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

P. Description of Faculty and their Research Interests

Core Faculty

Tamara Del Vecchio, Assistant Professor, B.A., M.A., Ph.D

Development and maintenance of early child aggression, intervention for parents of difficult children

Raymond A. DiGiuseppe, Professor, B.A., M.A., Ph.D.

Clinical anger problems, therapeutic alliance in adolescents, rational-emotive behavioral therapies

Dawn P. Flanagan, Professor, B.S., M.A., Ph.D.

School psychology, theoretically-based approaches to measuring cognitive and academic abilities and their relations to educational strategies and intervention

Dana E. Liebling, Assistant Professor, B.A., M.A., Ph.D.

Ethical issues in school psychology, suicide risk assessment, 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

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

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

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

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; 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

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

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

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

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

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

Kate E. Walton, Assistant Professor, B.A., M.A., Ph.D.

Relationships among personality, psychopathology and antisocial behaviors, personality assessment

Robin Wellington, Assistant Professor, B.S., M.S., Ph.D.
Cognitive neuropsychology, brain tumor pathology and related effects on brain function, neuropsychological assessment

Adjunct Faculty

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

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

Erin McDonough, Adjunct Assistant Professor, B.A., Ph.D.
Providing psychological services to children and adolescents from families who have been highly impacted by poverty as well as other chronic life stressors

Michelle Meskin, Psy.D. Adjunct Assistant Professor
School Psychologist, Harborfields Public School District
Teaches 665, 726, 727

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

Appendices

Appendix A

The School Psychology Department of St. John's University:

- **Statement on Plagiarism**
- **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
P to deny that the description has the 'ring of truth'. If you have ever had your
NP astrological chart done, you may have been impressed with its seeming accuracy.
CD Careful reading shows many such charts to be made up of mostly flattering traits.

---

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

---

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

---

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

---

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

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

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

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

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

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

REFERENCES

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

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

Recommended Procedure for Handling Plagiarism Cases

I First Instance of Plagiarism

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

II Second Instance (in same course)

1. Student given an F for 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

Community Service Commitment Contract

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

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

STUDENT INFORMATION:

Student Name: _____

Mailing Address _____

_____

Phone Number _____

E-Mail: _____

****

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

Student's Signature: _____ Date: _____

Any questions should be directed to:

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

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

Student Name: _____

COMMUNITY SERVICE AGENCY/ORGANIZATION

Agency/Organization Name_____

Mailing address_____

_____

Purpose of Organization (Activities Conducted/Services Provided) _____

_____

Supervisor's name: _____ Title: _____

Phone Number: _____ E-mail:_____

The student's start date:_____ Completion date: _____

Days and Hours the Student has worked: _____

Dear Supervisor,

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

Supervisor's Signature: _____ Date: _____

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

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

Appendix C

Third Year Field Placement Contract

School Psychology MS Program Internship Contract

Department of Psychology

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

The student agrees to be at the internship site for **5 full** working days for the entire school district academic year, (from _____ to _____) for a total of **1200 hours**. The student understands that no financial compensation will be awarded for the internship hours. The student agrees that he or she has read the list of competencies that interns are expected to achieve. 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 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 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 D

Third Year Placement Planning Form

GRADUATE SCHOOL OF ARTS AND SCIENCES

School Psychology

Internship Objectives, Planning Form

Student: _____ Beginning Date: _____

Placement: _____ Ending Date: _____

Field Supervisor: _____ Supervision Hours:_____

University Supervisor: _____ Date of Planning Session:_____

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

1. The student will become familiar with the roles of practicing school psychologists.

____Allow student to accompany the school psychologist during a typical day.

____Allow student to become familiar with other psychologists and their duties in the building/district

____Ask student to discuss issues of professional ethics and standards that relate to his/her or the supervisor's contacts with clients.

2. The student will be introduced to the organizational functioning, administration, implementation of policies, and politics of school settings and school districts.

____Introduce student to various members of the staff and school community.

____Allow student to attend building staff meetings and pupil personnel committee meetings and/or Educational Planning Committee meetings.

____Ask student to inspect and report on student records and record keeping systems in the school.

____Ask student to read and report on district policies including policies for providing psychological services.

____Allow student to interview various professionals.

____Allow student to attend a school board meeting.

____Allow student to attend a parents' organization meeting.

____Allow student to attend a general faculty meeting.

3. The student will gain experience in the process of special education referral, evaluation,

placement, and remediation, and developing treatment plans.

____Allow student to attend and observe a committee on special education.

____Allow student to observe and spend time in special education classrooms (e.g. self-continued, resource room, gifted).

____Allow student to present the results of a case evaluation to a committee on special education.

____Allow student to evaluate an Individual Education Plan for remediation for children with different handicapping conditions. *

____Allow student to present their assessments and recommendations to the district Committee on Special Education and to become familiar with the process of the Committee's work and the legal and regulatory issues involved in the Committee's functioning. *

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

4. The student will become knowledgeable about the process of regular education.

____Allow student to observe and spend time in a kindergarten or preschool classroom.

____Allow student to observe and spend time in an elementary level classroom.

____Allow student to observe and spend time in a junior high level classroom.

____Allow student to observe and spend time in a high school classroom.

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

____Allow student to observe liaison meetings between supervisor and other agencies.

____Allow student to consult with personnel from the community (e.g., medical, mental health, child welfare).

____Allow student to coordinate case services with another community agency.

____Allow student to visit community agencies (e.g., child welfare agency, family service agency, residential treatment center, juvenile court).

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

____Allow student to observe the supervisor interviewing students, parents, teachers, and other staff members.

____Allow student to conduct diagnostic clinical interviews with students, parents, teachers, and other staff members.

7. The student will gain experience and develop competence in providing consultation services.

____Allow the student to engage in a consultation case with a parent, teacher, or other staff member (e.g., behavioral, academic, mental health, organizational).

____Allow the student to work with the consultee in collecting data through a variety of means (e.g. , interviews, observations, informal assessment,).

____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 inservice 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/her effectiveness through providing fairly frequent feedback sessions.

____Allow student to participate in original research or evaluation studies in the school.

15. The student will evaluate his or her personal skills and abilities to assume an effective school psychology role.

____Ask student to review and analyze his or her impact on students, parents, and various professionals in the school.

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

____Allow student to be present when supervisor gives feedback to school children, parents, teachers, and/or other school personnel.

____Allow student to give feedback, under supervision, to school children, parents, teachers, and/or other school personnel.

____Allow student to give feedback independent of direct supervision teachers, and/or School Personnel.

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

____Allow student to counsel children individually.

____Allow student to counsel children in groups.

____Ask student to participate in providing group counseling or group discussion services for students and parents.

Other activities or objectives:

_____

_____

_____

_____

_____

_____

_____

_____
_____
_____
_____
_____
_____

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

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

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 E

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:

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

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

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

Psychological tests used by the trainee under your supervision:

_____

_____

Additional Comments:

_____

_____

Interpersonal Relationships

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

Additional Comments:

_____

_____

Professional Conduct

Utilizes relevant technology when delivering services (e.g., QuicDoc)	1	2	3	4	5	N/A
Consults with other professionals	1	2	3	4	5	N/A
Responsible work habits (e.g., punctuality, personal	1	2	3	4	5	N/A

appearance)

Meets responsibilities on time	1	2	3	4	5	N/A
Protects and maintains confidentiality of case materials	1	2	3	4	5	N/A
Conducts self in a manner consistent with professional and ethical standards	1	2	3	4	5	N/A
Has knowledge of general education and special education services to assist when making recommendations	1	2	3	4	5	N/A

Additional Comments:

_____

_____

Summary Evaluation

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

If NO, please explain why: _____

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

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

3. What letter grade would you assign the trainee for his/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 F

Third Year Internship Evaluation Form

St. John's University

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

Trainee: _____ **Site:** _____

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

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

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

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

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

Psychological tests used by the trainee under your supervision:

_____

_____

Additional Comments:

_____

_____

_____

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

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

Additional Comments:

_____

_____

_____

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

ethical standards						
Has knowledge of general education and special education services	1	2	3	4	5	N/A
Works towards using school policies to create an effective learning environment for all	1	2	3	4	5	N/A
Shows a desire to be a life-long learner (e.g., stays current with the literature, expresses a desire to continue to learn)	1	2	3	4	5	N/A

Additional Comments:

_____

_____

_____

Summary Evaluation

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

_____ Very Likely _____ Likely _____Unsure _____Unlikely _____Very Unlikely

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

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

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

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

Supervisor's Signature: _____ Date: _____

Position or Title: _____

Certified School Psychologist: _____ Yes _____No

Licensed School Psychologist: _____ Yes _____No

Student's Signature:_____ Date: _____

Thank you for your cooperation in completing the evaluation form.

Appendix G

Annual Student Progress Report

Annual Student Progress Report

September 20, 2010

Dear _____:

The faculty of the Department of Psychology, including the core School Psychology Program faculty, have conducted their annual review of your progress in the program for the academic year 2009-2010. As you are aware, the faculty evaluate your performance in four major areas that include: 1) evidence of academic attainment [e.g., GPA]; 2) competency in clinical skills [i.e., in practicum/externship/internship]; 3) development of interpersonal skills [e.g., working well with clients, parents of clients, teachers, staff, peers, and instructors]; 4) professional and personal responsibility. The faculty review information which includes your academic transcripts/grades, instructor comments, supervisor evaluations, professional and interpersonal interactions with peers and faculty, and any other information that may be available regarding performance in the program.

On the basis of the data and information used to conduct this review, the faculty are happy to report that you have made satisfactory progress in your education and training. By all accounts you appear to be progressing well and are developing the appropriate levels of skill and competency that are expected of other students at the same level in the program. Please accept our congratulations regarding your efforts and achievement.

If you have any questions regarding this review, you are welcome to schedule an appointment with your academic advisor or any other member of the School Psychology faculty. Otherwise, no further action is necessary on your part and we encourage you to keep up the good work.

Sincerely,

Dawn P. Flanagan, Ph.D
Professor and Director
Graduate Programs in School Psychology

Appendix H

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 I

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 J

Comprehensive Examination Scoring Rubrics

Assessment Comprehensive Examination Scoring Rubric

This rubric was developed and modified from the National Certification in School Psychology (NCSP) Case Study to provide feedback on specific areas of your assessment case write-up. School psychologists are expected to have knowledge of assessment-related issues from operationalizing referral concerns and selecting assessment instruments, to designing interventions and/or offering recommendations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. This sheet will be completed by the evaluator and will be attached to the final grading sheet offered by the Graduate Office of St. John's College. Students must receive a minimum of 80 out of the possible 100 points to receive a passing evaluation. Students are encouraged to write their papers following the structure of the rubric and have section headers reflecting each of the sections below.

Student ID# _____

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

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

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

EXAM TOTAL SCORE ____/100 PASS ☐ FAIL ☐

Evaluator's Signature: _____ Date:_____

Consultation Comprehensive Examination Scoring Rubric

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

Student ID# _____

Section 1: Problem Identification		***Good***	***Fair***	***Poor***	***Fail***
1	Baseline includes the student behavior and peer/grade norms.	4	3	2	1
2	The target behavior or problem is identified, clearly stated, operationally defined (observable, measurable, quantifiable)	4	3	2	1
3	The consultant and the consultee collaboratively develop a treatment goal (s) including audience, behavior, degree/criterion, and context.	4	3	2	1
4	Parents/guardians and teachers are involved in the problem-identification process. If parents/guardians *not* involved, explain why.	4	3	2	1
	Section total score	**____/16**			
Section 2: Problem Analysis		***Good***	***Fair***	***Poor***	***Fail***
5	Hypotheses are generated through collaboration with teacher and/or parent.	4	3	2	1
6	There are multiple sources of data (e.g., interviews, direct observation, questionnaires) from multiple individuals (e.g., teacher, parent, student) that converge on each proposed hypothesis. If they do not converge, explain why that might be.	4	3	2	1
7	All relevant antecedents, consequences, and setting events are identified and used to generate hypotheses about the function(s) of the student's behavior	4	3	2	1
8	Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural). *Note: This item applies to all consultees and clients, regardless of their race, religion, ethnicity, nationality, etc.*	4	3	2	1
	Section total score	**____/16**			
Section 3: Intervention from Consultation		***Good***	***Fair***	***Poor***	***Fail***

9	Intervention(s) selection is based on data from problem analysis and hypothesis testing (intervention must be linked to assessment!)	4	3	2	1
10	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis) for the ***target problem*** and references are cited/presented	4	3	2	1
11	Intervention(s) is developed collaboratively with parent/teacher and implemented by the consultee (i.e., demonstrates that this is a consultation case versus an intervention case)	4	3	2	1
12	Intervention plan includes relevant antecedent-based strategies (prevention), teaching replacement skills or behaviors, and/or consequence-based strategies	4	3	2	1
13	Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. For example, logistics of setting, time, resources, and personnel are included in the intervention plan.	4	3	2	1
14	Acceptability of intervention is verified	4	3	2	1
15	Intervention selection considers unintended outcomes or limitations	4	3	2	1
16	Intervention is monitored and intervention integrity data is collected to ensure that it is implemented as designed. If intervention was not implemented with fidelity, explain why, and how you attempted to rectify this.	4	3	2	1
	Section total score	**____/32**			
Section 4: Evaluation		***Good***	***Fair***	***Poor***	***Fail***
17	Single-case design was specified (e.g., changing criterion, AB, multiple baseline, reversal, alternating treatment, etc.)	4	3	2	1
18	Charting (graph) includes student performance trend lines, and/or goal lines.	4	3	2	1
19	Progress monitoring data are demonstrated to be effective when compared to data generated from baseline data and data from multiple sources/settings. If not effective, explain why this might be.	4	3	2	1
20	Visual analysis of graphs are used to explain progress monitoring data to inform problem solving and decision making; i.e., the intervention plan was adjusted as needed (or not adjusted) based on data showing how student was responding to the plan.	4	3	2	1
21	Calculation of effect size demonstrating impact of intervention on client. If effect size does not demonstrate an impact, explain why there may not have been an impact (e.g., discuss variables that may have impacted treatment outcome). *Note: Must explain how effect size was calculated.*	4	3	2	1

22	Strategies for transfer/ generalizing outcomes to other settings are documented as effective. If not effective, explain why this might be.	4	3	2	1
23	Strategies for following up, including maintenance and or modifications for future interventions for this student are considered based upon collaborative examination of effectiveness data.	4	3	2	1
	Section total score	**____/28**			
Section 5: Legal/Ethical Considerations		***Good***	***Fair***	***Poor***	***Fail***
24	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines. Communication as to which guidelines were complied with and how so should be indicated.	4	3	2	1
	Section total score	**____/4**			
Section 6: Overall Evaluation of Written Component		***Good***	***Fair***	***Poor***	***Fail***
25	The written component of the examination was clear and demonstrated that the candidate is able to write in a manner reflective of the graduate degree. All writing is done in complete, grammatically correct sentences and is free from typos or spelling errors. In-text citations and references are provided in correct APA format.	4	3	2	1
	Section total score	**____/4**			

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

Evaluator's Signature: _____ Date:_____

Psychological Intervention Comprehensive Examination Scoring Rubric

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

Student ID# _____

Section 1: Problem Identification		***Good***	***Fair***	***Poor***	***Fail***
1.	The presenting problems were collaboratively identified using teacher(s), parent(s), and child reports. Explanation was provided if this criteria were not met.	4	3	2	1
2.	The problem was assessed using multiple methods of data collection (e.g., paper and pencil questionnaires, observation, interviews with multiple informants a functional behavior analysis, exploration of intervening cognitions. An explanation was provided if this criteria was not met)	4	3	2	1
3.	The target behaviors were operationally defined	4	3	2	1
4.	The target behaviors were discussed in the context of appropriate developmental expectations (ex. norms, grade level expectations, age expectations)	4	3	2	1
5.	Baseline measures of the target problem behaviors were obtained (measures should reflect current evidence-based methodology)	4	3	2	1
	Section total score	____/20			
Section 2: Case Conceptualization		***Good***	***Fair***	***Poor***	***Fail***
6.	A case conceptualization was generated that integrated information collected from multiple informants and measures. Explanation was provided if this criteria was not met	4	3	2	1
7.	The case conceptualization reflected an awareness of issues of diversity (e.g., physical, social, class, linguistic, religious, cultural)	4	3	2	1
8.	The case conceptualization was based on an evidence-based theory or empirical findings and logically followed form	4	3	2	1

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

	developed and modified treatment was implemented (if not applicable, score as effective)				
	Section total score	**____/20**			
Section 5: Legal/Ethical Considerations		***Good***	***Fair***	***Poor***	***Fail***
24.	All aspects of the case intervention plan and implementation complied with applicable ethical and professional standards and legal guidelines	4	3	2	1
	Section total score	**____/4**			
Section 6: Writing and Organization		***Good***	***Fair***	***Poor***	***Fail***
25.	The paper was logically organized. The writing was grammatically correct and contained no, typos or spelling errors. Citations and references were correctly formatted in APA styl*e.*	4	3	2	1
	Section total score	**____/4**			

EXAM TOTAL SCORE ____/100 PASS ☐ FAIL ☐

Evaluator's Signature: _____Date:_____

Appendix K

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 L

Master of Science Planning Form: General Track
Master of Science Planning Form: Bilingual Track

St. John's University
PLANNING FORM: General Track M.S. Students

Name: _____ **Date:** _____

Year of Entry: _____

Recommended Sequence of Required Psychology Courses:	Course Credits	SJU Credits	Transfer Credits (12 max.)	Notes
1st Year Fall Semester				
603 Statistical Design in Research	3			
665 Introduction to School Psychology	3			
661 Psychoeducational Assessment I	3			
666 Interviewing and Case Formulation	3			
695 Research Colloquium	0			
Cumulative credits:	**12**			
1st Year Spring Semester				
648 Physiological Psychology	3			
620 Cognitive Psychology of Academic Learning	3			
671 Child & Adolescent Personality Assessment I	3			
662 Psychoeducational Assessment II	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	**12/24**			
2nd Year Fall Semester				
659 Measurement & Scaling	3			
716 Psychoeducational Consultation	3			
627 Cultural Diversity in Psychological Services	3			
726 Psychopathology of Childhood & Adolescence I	3			
or 727 Psychopathology of Childhood & Adolescence II	3			
761 Psychological Assessment Practicum I	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	**15/39**			
2nd Year Spring Semester				
623 Developmental Psychology	3			
715 Assessment, Diagnosis, and Remediation of LD	3			
749 Behavior Therapy: Assess., treatm't, & Consult'n	3			
727 Psychopathology of Childhood & Adolescence II	3			
or 726 Psychopathology of Childhood & Adolescence I				
762 Psychological Assessment Practicum II	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	**15/54**			
3rd Year Fall Semester				
615 Research Methods in School Psychology	3			
752 School Psychology Internship Seminar I	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	**6/60**			
3rd Year Spring Semester				
753 School Psychology Internship Seminar I	3			
Elective:	3			
695 Research Colloquium	0			
Professional Practice Competency Examination	Pass/Fail			
Convocate: Master of Science Degree	Yes/No			
Cumulative credits (semester/total):	**6/66**			

Total Credits: /66

Advisor Initials: _____

St. John's University
PLANNING FORM: Bilingual Track M.S. Students

Name: _____ **Date:** _____

Year of Entry: _____

Recommended Sequence of Required Psychology Courses:	Course Credits	SJU Credits	Transfer Credits (12 max.)	Notes
1st Year Fall Semester				
603 Statistical Design in Research	3			
665 Introduction to School Psychology	3			
661B Psychoeducational Assessment I	3			
666 Interviewing and Case Formulation	3			
695 Research Colloquium	0			
Cumulative credits:	**12**			
1st Year Spring Semester				
648 Physiological Psychology	3			
620 Cognitive Psychology of Academic Learning	3			
671 Child & Adolescent Personality Assessment I	3			
662B Psychoeducational Assessment II	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	**12/24**			
2nd Year Fall Semester				
659 Measurement & Scaling	3			
716 Psychoeducational Consultation	3			
729 Psycholinguistics & the Practice of School Psychology with Culturally and Linguistically Diverse Populations	3			
726 Psychopathology of Childhood & Adolescence I	3			
or 727 Psychopathology of Childhood & Adolescence II	3			
761B Psychological Assessment Practicum I	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	**15/39**			
2nd Year Spring Semester				
623 Developmental Psychology	3			
715 Assessment, Diagnosis, and Remediation of LD	3			
749 Behavior Therapy: Assess., treatm't, & Consult'n	3			
727 Psychopathology of Childhood & Adolescence II	3			
or 726 Psychopathology of Childhood & Adolescence I				
762B Psychological Assessment Practicum II	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	**15/54**			
3rd Year Fall Semester				
615 Research Methods in School Psychology	3			
752B School Psychology Internship Seminar I	3			
695 Research Colloquium	0			
Cumulative credits (semester/total):	**6/60**			
3rd Year Spring Semester				
753 School Psychology Internship Seminar I	3			
627 Cultural Diversity	3			
695 Research Colloquium	0			
Professional Practice Competency Examination	Pass/Fail			
Convocate: Master of Science Degree	Yes/No			
Cumulative credits (semester/total):	**6/66**			

Total Credits: /66

Advisor Initials: _____

Appendix M

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.