

SETON HALL UNIVERSITY

College of Education and Human Services
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School & Community Psychology Handbook

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Seton Hall University ***School and Community Psychology Program***

The mission of the College of Education and Human Services is to promote professional practice. We strive to do that by developing competent, socially conscious, reflective professionals. What does this mean for a candidate in the college? The faculty and the professionals we work with in the community are committed to: (i) the development of a broad, deep knowledge base that can be translated into practice; (ii) a respect and valuing for differences in our society, (iii) and the ability to practice introspection regarding self-development and practice. An integral step toward achieving these goals is the alignment of our programs with national professional standards and those of the state of New Jersey. When a candidate graduates from the College of Education and Human Services from Seton Hall University, he/she will be recognized for these qualities and future potential.

The School and Community Psychology Ed.S. Program trains graduate students to address the psycho-educational and socio-emotional needs of school age children and adolescents. Inherent in this training is the belief that children must be viewed in the contexts in which they live. The social, economic, and cultural contexts shape their feelings, thoughts, and actions. The school can usefully be regarded as the second nurturing agent beyond the family. Consequently, it is intimately involved in the growth and development of societies' youngest members. Students are provided with professional and academic training to address the individual, contextual, and systemic needs of children and adolescents as well as those who nurture and support them.

This is a 42-credit program leading to the Education Specialist (Ed.S.) degree and licensure in by the New Jersey Department of Education as a school psychologist. The program includes an Internship of 1200 hours as well as a Pre-Internship (Practicum) field experience of 300 hours. The theoretical model is an integration of dynamic and systems thinking. The program is recommended for individuals who wish to work in schools and in child and adolescent mental health facilities, and/or to prepare for doctoral study. The combined masters and specialist program in School and Community Psychology takes on average between four and one-half to five and one-half years to complete.

Admissions

Candidates for admission to the program may have earned either their undergraduate degree in psychology or graduate degree in psychology or in a related area (i.e., education). Students who have already earned the masters degree will take the 42-credit program described below. Prior to beginning the program courses, these students will need to meet prerequisite requirements. For example, students will need to complete any courses in the areas of psychological foundations (i.e., CPSY 6101 Personality Theory, CPSY 6102 Psychology of Human Development, CPSY 6103 Abnormal Psychology, CPSY 6105 Biological Bases of Behavior, CPSY 8100 Cross-Cultural Psychology, and in School Psychology, CPSY 6100 Introduction to School Psychology: History, Systems and Foundations, and one additional course to be selected in consultation with their program advisor that are necessary for licensure and were not included in their previous programs.

Students who are admitted directly after successful completion of their undergraduate studies will follow the program of study described under the heading of the Masters/Specialist Program in School Psychology. These students will earn the masters degree after successful completion of the 36-credit program and comprehensive exam. Students will then apply to the Ed.S. Program in School & Community Psychology. This 42-credit program, including practicum and internship, leads to the specialist degree and licensure in School Psychology.

All students must take (or have taken) CPSY 6001 Tests and Measurements and CPSY 7005 Statistical Theory and Computer Applications I, or the equivalent. A maximum of eighteen credits will be accepted for advanced standing at the master's level. Only six credits will be accepted for advanced standing at the Ed.S. level. These credits must be from post-masters courses and must be approved by the program director and/or admissions committee.

In addition to University admission regulation, candidates who apply to the School & Community Psychology program are required to submit the following:

- A completed graduate application and fee;
- Official copies of all previous undergraduate and graduate transcripts;
- Three letters of recommendation, including at least two from former professors.
- Recent (within three years) scores on either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE);
- A statement of career goals;
- A personal interview by the program director and/or admissions committee.

Faculty and Staff

The faculty and staff in the School & Community Psychology Program is comprised of both full and part-time professors from the Clinical and Counseling Psychology programs, as well as one full-time associate professor in School Psychology. The director of the program is a certified school psychologist, has a specialist degree in school psychology, and a doctorate in clinical psychology. The full-time associate professor is a certified school psychologist, a nationally certified school psychologist, a licensed psychologist and has a doctorate in school psychology. The director and associate professor of the program interview prospective students and act as advisors for the students throughout the program. Adjunct faculty make up half of the staff in the program and the majority of staff have earned doctorates in school or clinical psychology. Many continue to work as practicing school psychologists. Adjunct staff and full-time faculty from the education department also comprise the faculty roster teaching the education and learning disabilities courses. All faculty from the education department have earned doctorates or master's degrees. The learning disability teacher-consultants that teach all are state certified.

Course of Study – Masters Level

CPSY 6001	Tests and Measurement	(3-credits)
CPSY 6100	Introduction to School Psychology: History, Systems and Foundations (concentration elective)	(3-credits)
CPSY 6101	Personality Theory	(3-credits)
CPSY 6102	Psychology of Human Development	(3-credits)
CPSY 6103	Abnormal Psychology	(3-credits)
CPSY 6105	Biological Bases of Behavior (concentration elective)	(3-credits)
CPSY 6303	Community Agencies/Counseling and Consultation (concentration elective)	(3-credits)
CPSY 6505	Principles of Learning & Behavior Modification	(3-credits)
CPSY 7005	Statistical Theory & Computer Applications I	(3-credits)
CPSY 7101	Research Methods (concentration elective)	(3-credits)
CPSY 8010	Seminar: Ethical and Legal Issues in Professional Psychology	(3-credits)
CPSY 8100	Cross-Cultural Psychology	(3-credits)
		Total Credits: <u>36</u>

* A Comprehensive Exam is required of all Master's level students to graduate from the program.

Course of Study - Specialist Level

EDST 6001	Comprehensive Approach to the Exceptional Learner	(3-credits)
EDST 6108	Psycho-Educational Foundations of Learning Disabilities	(3-credits)
ELMP 6601	Organization and Administration of Public Education	(3-credits)
or:	ELMP 7763 School Law: State of NJ Constitutional Law	
or:	ELMP 7765 Policy Analysis in Administration	
ELMP 6665	Curriculum Development and Evaluation	(3-credits)
or:	ELMP 6307 Integrating Curriculum and Technology	
or:	ELMP 6565 Curriculum and Assessment in Early Childhood	
CPSY 6501	Professional Consultation/School Practice	(3-credits)
CPSY 7501/8501	Introduction to Clinical Skills/Lab	(4-credits)
CPSY 7502/8502	Individual Cognitive Assessment/Lab	(4-credits)
CPSY 7503/8503	Introduction to Personality Assessment/Lab	(4-credits)
CPSY 8519	Seminar in Child & Adolescent Psychopathology	(3-credits)
CPSY 9985	Introduction to Child and Adolescent Therapy	(3-credits)
CPSY 8511	Practicum in School Psychology (300-hour field placement)	(3-credits)
CPSY 8580	Internship in School and Community Psychology I (600-hour field placement)	(3-credits)
CPSY 8581	Internship in School and Community Psychology II (600-hour field placement)	(3-credits)

Total Credits: 42

Program Requirements

Students may apply to the School and Community Psychology throughout the academic year (rolling admissions). Students are accepted into the master's program based on their undergraduate GPA and transcript, three letters of recommendation, statement of goals, MAT or GRE scores, and interview with the program director and/or admissions committee. Students may be accepted conditionally into the program for the first year and must maintain a 3.0 GPA (master's level) or 3.25 GPA (specialist level) in order to continue in the program.

There are no minimum cut-off scores for acceptance into the master's level School Psychology Program; however, the admissions committee/director will consider 450 as an arbitrary cut-off score for the GREs and a 45 cut-off score for the MATs. An undergraduate GPA of 3.0 or higher is preferred; however, students with lower MAT/GRE and GPA scores are accepted into the program.

Students are accepted into the School and Community Psychology at the master's level first, unless they have a master's degree from another program in education or psychology. Students follow a sequence of courses and are continuously enrolled each semester. The director of the program is responsible for course advisement. Students maintain contact with their advisor through e-mail, phone, and course advisement interviews.

As stated in the Graduate Catalogue, adequate academic performance is necessary for continuation in programs within the Department of Professional Psychology and Family Therapy. Students must show continued evidence of academic achievement by maintaining a 3.0 GPA at the master's level and a 3.25 GPA at the Ed.S. and doctoral levels. Students who drop below these averages, as measured at semester intervals, will be given a warning by the Academic Standards Committee and may not register until a final decision has been rendered by the committee.

If a student received a grade of "C", he/she is placed on academic probation. If the student receives a second "C" he or she may be dismissed from the program. The program director may ask the student to retake a course in which a "C" grade was earned.

Adequate academic performance is necessary but not sufficient for continuation in a program. Students must demonstrate technical, ethical, interpersonal and effective competence in their chosen fields, particularly through practica and internship experiences. Despite adequate academic performance, as measured by the GPA, students may be denied a recommendation for certification or prevented from continuing or graduating if, in the judgment of the faculty, they have not demonstrated particular competencies or have violated the ethical principles of the American Psychological Association (APA), the American Counseling Association (ACA), or the American Association for Marriage and Family Therapy (AAMFT). Students sign a Retention/Remediation Policy at the beginning of their practicum and internship that outline the procedures taken for below standard performance.

Students are required to pass the comprehensive exam at the end of their master's level of training. A grade of pass, conditional pass, or failure may be awarded. Students who have a conditional pass are required to retake parts of the exam over. Students who fail are required to take the entire exam over. Failure to pass the exam after a second attempt may result in dismissal from the program.

During practicum or internship training, if a student does not successfully meet the requirements of their contract, the student may not proceed in the program. In certain situations, students may require additional time in order to successfully complete their practicum or internship. Agreement must be reached among the student, supervising psychologist, practicum/internship trainer, and program director if this is to occur. Failure to meet minimum standards, as witnessed on the supervisor's evaluation form, may result in dismissal from the program.

Requirements to go out on practicum include: Successfully completion of MA program in School Psychology, assessment courses successfully completed in Clinical Skills and Cognitive Assessment, and completion of Ethical Agreement form, Practicum Contract, and Professional Liability Insurance.

Requirements to go out on Internship include: Faculty Endorsement form, Successful completion of all Ed.S. courses with the exception of CPSY6501, Professional Consultation/School Practice. Also required are the Ethical Agreement form, Internship Contract, and Professional Liability Insurance.

All students going out on Practicum and Internship must read and sign the policy on Retention and Remediation. A copy of this form is found on the School Psychology Website.

The Practicum Experience

CPSY 8511: Practicum in School Psychology

Placement of practicum students is made with attention to the criteria set forth by the National Association of School Psychologists Standards for Training Program, Field Placement Programs and Credentialing Standards, the National Council on Accreditation of Teacher Education, and the New Jersey/NASDTE indicator of compliance for certification as a school psychologist. The practicum is essentially a supervised experience where the trainee learns psychological practice from a competent professional psychologist. The professional work of the trainee is reviewed by the supervisor on a face-to-face, individual basis for an average of at least two hours a month throughout the period of supervision. Certification trainees must complete a minimum of 300 practicum hours (fall semester). Usually the student is at a practicum site three days a week (6-8 hours) for 15 weeks. It is the responsibility of the student to secure a practicum site before registering for the course. A monthly journal is submitted by the student to the faculty supervisor indicating the experiences observed, as well as the amount of hours completed. Both the practicum student and supervising psychologist sign-off on the monthly journal. Professional liability coverage is required of all students enrolled in CPSY 8511 - Practicum in School Psychology.

With regard to the competencies of the practicum student at this level of training, observational methods of learning are encouraged. The student does not have the expertise to conduct a full psychological battery during the practicum training. However, a partial psychological battery is permitted under the direct supervision of the supervising school psychologist. Typically, a student at this level has had experience in observational methods, interviewing, and cognitive assessment techniques.

The Internship Experience

CPSY 8580/8581: Internship in School & Community Psychology

Placement of students as school psychology interns is made with attention to the criteria set forth by the National Association of School Psychologists Standards for Training Program, Field Placement Programs and Credentialing Standards, the National Council on Accreditation of Teacher Education, and the New Jersey/NASDTE indicators of compliance for certification as a school psychologist. The internship is a supervised experience where the trainee learns psychological practice from a competent professional school psychologist. The professional work of the trainee is reviewed by the supervisor on a face-to-face, individual basis for an average of at least two hours a week throughout the period of supervision. Certification trainees must complete a minimum of 1200 internship hours (fall/spring semesters). The intern is employed by the school system for approximately one year and works a full day schedule (6-7 hours). The intern is entitled to all the benefits that full-time staff receives with regard to the amount of vacation/sick time and professional days. Unfortunately, school psychology internship sites are generally unpaid positions with no health or medical benefits. Professional liability insurance and health and medical coverage are the responsibility of the student.

The Seton Hall Internship in the School and Community Psychology Program has as its major objective the preparation of school psychologists to function in institutional settings where psycho-educational goals are foremost, usually regular public schools or private schools for handicapped children. Students who successfully complete this phase of the program become New Jersey Certified School Psychologists whose preparation and functions are similar to those APA calls specialists in school psychology.

It should be kept in mind that our program's emphasis is on Community Psychology and that the school is but one, albeit a highly significant one, aspect of our societies arrangements for the guidance and welfare of children and youth. Therefore, while we realize the unique importance of the educational structures, we do not neglect attention to cultural patterns and mores, systems of foster care, the effects of poverty and racism, the impact of politics and legislation, and the maze of systems in child guidance and juvenile justice. The field of Community Psychology has not yet emerged as a well-defined specialty in psychological practice. As a graduate program, we intend to contribute toward the growth and definition of this timely frontier in psychology.

Faculty Activities

The faculty at Seton Hall University are involved in professional development activities and provide seminars and workshops for the students in all programs. The Seton Hall faculty has specialties in school psychology, counseling psychology, marriage and family therapy, sports psychology and mind/body/spirituality. They are involved in research in such areas as trauma, cultural diversity, career decision, learning disabilities and psychopathology, neuropsychology, and infant mental health issues. The faculty at Seton Hall University are dedicated to promoting scientific research in a professional and ethical manner.

Typical 4 ½ - 5 ½ Year Schedule: School Psychology Program (M.A./Ed.S.)

Fall Semester	Spring Semester	Intersession	Summer Session
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Psychological Studies Program (School Psychology Concentration) – M.A.

Year 1	<u>CPSY 7005</u> Statistical Theory & Comp. App. I * <u>CPSY 6101</u> Personality Theory * CPSY 6100 Introduction to School Psychology: History, Systems and Foundations *	<u>CPSY 6102</u> Psych. of Human Development * <u>CPSY 6103</u> Abnormal Psychology * <u>CPSY 6303</u> Community Agencies *	<u>CPSY 6001</u> Tests & Measurements * <u>CPSY 8010</u> Seminar: Ethical & Legal Issues in Professional Psychology *
Year 2	<u>CPSY 6105</u> Biological Bases of Behavior * <u>CPSY 6505</u> Principles of Learning & Behavior Modification *	<u>CPSY 7101</u> Research Methods * <u>CPSY 8100</u> Cross-Cultural Psychology *	

(Comprehensive Examination)

Masters Degree awarded in Psychological Studies/School Psychology.

School & Community Psychology Program – Ed.S.

Year 3	<u>CPSY 7501/8501</u> Intro. to Clinical Skills/LAB <u>EDST 6001</u> Comp. Approach to the Except. Learner	<u>CPSY 7502/8502</u> Individual Cognitive Assessment/LAB <u>EDST 6108</u> Psych. Ed. Foundations of Learning Disabilities	<u>CPSY 8519</u> Seminar in Child & Adolescent Psychopathology
Year 4	<u>CPSY 7503/8503</u> Intro. to Personality Assessment/LAB <u>CPSY 8511</u> Practicum in School Psychology	<u>CPSY 9985</u> Intro. to Child & Adolescent Therapy <u>ELMP 6601</u> Organization & Administration of Public Education	<u>ELMP 6665</u> Curriculum Development and Evaluation
Year 5	<u>CPSY 6501</u> Professional Consultation/School Practice <u>CPSY 8580</u> Internship in School & Community Psychology I	<u>CPSY 8581</u> Internship in School & Community Psychology II	

Education Specialist Degree awarded in School & Community Psychology and Licensed by the New Jersey Department of Education as a School Psychologist

* Masters level courses equivalent for the M.A. degree in Psychological Studies/School & Community Psychology Concentration

The sequence above illustrates the program for a hypothetical student completing the program in 4 ½ - 5 ½ years. The example DOES NOT replace advisement with the Program Director each semester during registration.

(Effective 9-30-05)