

School Psychology Program Guidelines

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Welcome

On behalf of the faculty and staff, we welcome you to Niagara University's school psychology program. We offer a strong foundation in integrated courses linking the mental health counseling, school counseling, and school psychology disciplines. We believe this offers you invaluable exposure to multidisciplinary approaches to servicing clients and their families.

As a faculty, we are committed to ensuring that our students receive current training in best practice approaches. The program which you are about to begin is carefully aligned with the National Association of School Psychologists training standards and allows you to meet New York State requirements for provisional certification.

This handbook is designed as a resource to guide you through your program. Please take the time to read it carefully and contact your assigned faculty advisor should you have any questions. Your advisor is your primary contact for academic planning, program questions, or problems you may encounter. Please maintain consistent contact with your advisor.

College of Education: NCATE Accredited

The Niagara University College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE is the dominant accreditation for colleges of education. While NCATE does not accredit counseling programs, NCATE requires that all programs (including counseling) meet a higher standard of education and training. Niagara University's College of Education has been NCATE accredited since 1986. For more information on NCATE, go to their web-site at www.ncate.org. Beginning in fall 2007, the College of Education will move into a new, state of the art, high tech building on the NU campus.

College of Education: Mission Statement and Conceptual Framework

It is the mission of the College of Education to prepare educational and mental health leaders, who demonstrate the knowledge, skills, and dispositions needed to serve others and who further the values and practices of their prospective professions. We seek to inspire our candidates, in the Vincentian tradition, to individually and systematically foster human learning, development, spiritual well being, and emotional stability in each of the students and clients they encounter.

As a faculty, we are committed to developing programs with courses, clinical experiences, and assessments based on the following three complimentary orientations:

1. Student-Centering Through Constructivist Practice

This orientation is based on the belief that knowledge is created and developed by learners and is influenced by the experiences, values, and multiple identities (e.g. race, class, culture, gender, nationality, exceptionality, language of individuals). This perspective drives us to place the prior knowledge and experiences of students at the core of our instructional practice and facilitate their development through meaningful exploration. Constructivist practice invites candidates to be active participants in their own development and to view knowledge—in theory and in practice—as fluid social constructions that are made and re-made through reflective interactions with social, cultural, and natural phenomenon.

2. A Process-Product Framework

Throughout our programs, we also emphasize that education and counseling are most effective when they acknowledge the interdependence of process and product. These are not opposites; rather they are part of each other as seen, for example, when candidates use a process of critical and creative thought to produce and implement pedagogical

approaches or counseling strategies. These outcomes or “products” are themselves part of processes since they represent points on each candidate’s developmental continuum. With this individualized framework for growth, there are multiple paths to effective practice and we encourage educators and counselors to continuously examine and implement a wide range of research-based best practices.

3. Reflective Practice

Self-assessment, peer-assessment, and critical examination of the efficacy of one’s own practice are essential dispositions for all professionals. We believe that reflective practice can be taught in the context of courses that view students as knowledge producers in search of meaning. Pedagogy that poses problems rather than transmits content encourages reflective thinking and doing. Educators and mental health professionals must be reflective and metacognitive themselves in order to encourage these practices in those they serve. We also believe that interaction with current and future practitioners both extends and promotes such reflection.

Faculty members in the College seek to extend and promote these orientations through modeling related pedagogical practices and instilling in our candidates a desire to promote such practices in their professional lives.

The School Psychology program is a division of the Department Educational Leadership and Counseling within the College of Education.

Full Time Faculty in Counseling Programs:

The faculty listed below hold full time appointments in Mental Health Counseling, School Counseling or School Psychology:

Kristine Augustyniak, Ph.D., LP, Associate Professor

Dr. Augustyniak is a licensed psychologist and founder of Niagara University’s School Psychology program. She earned a Ph.D. in Counseling Psychology and M.A. degree in School Psychology from The State University of New York at Buffalo, and B.S. degrees in Elementary Education and Business from Buffalo State College. Her course offerings have focused on a variety topics related to psychological assessment, individual and group psychotherapy, and child and adolescent mental health issues. The primary subject of Dr. Augustyniak’s research interests and publications include evidence-based approaches in assessment and intervention planning for children and adolescents suffering from eating disorders, learning disabilities, and neuromuscular disorders. Her scholarship also includes publications, research grants, and presentations related to topics of school-based violence prevention, kindergarten readiness assessment, and the methodologies of school-based needs assessments. Along with participation in several regional and national professional organizations that promote best practices in school psychology, Dr. Augustyniak is routinely involved in a number of community efforts to foster youth services and advocate for the mentally disabled. She was also recently appointed to a second term as medical panel member of the Surrogate Decision-Making

Committee of the State of New York Commission on Quality of Care for the Mentally Disabled. Dr. Augustyniak is the director of the School Psychology program.

Roselind Bogner, Ph.D., LMHC, CPPE, Assistant Professor

Dr. Bogner received her bachelors, masters and doctorate degrees from the University of Buffalo and completed a Certificate of Advanced Studies (CAS) in School Administration at SUNY-Fredonia. She has 28 years experience as a school counselor. Dr. Bogner is a Certified Peer Program Educator (CPPE), a Licensed Mental Health Counselor (LMHC), and a New York State Certified Mediator in New York. Prior to coming to Niagara University, Dr. Bogner taught at area colleges and universities. She serves on the editorial board for the Journal of New York State School Counselors and has been appointed as Vice President for Professional Development for NYCA for the 2006-2007 academic year. She is also a member of the American Counseling Association (ACA), the American School Counselors Association (ASCA), the New York State School Counselors Association (NYSSCA), and the National Association for Peer Programs (NAPP). Dr. Bogner has presented at numerous national, state and local conferences and her current research interests are in school based peer counseling programs. Dr. Bogner serves as Niagara University's liaison for The Education Trust's Center for Transforming School Counseling (in partnership with the Tonawanda City School District). Dr. Bogner co-coordinates the school counseling program.

Morgan Conway, Ph.D., NCC, Assistant Professor

Morgan Brooks Conway received her Ph.D. and M.Ed. from the University of New Orleans and her B.A. from Tulane University. Dr. Conway is a nationally certified counselor (NCC), a New York State Certified Mediator, and has advanced training in grief counseling. She teaches courses and advises students in both the Mental Health Counseling and School Counseling programs. She currently serves on the editorial review board for the *Journal of College Counseling*. Her professional memberships include the American Counseling Association (ACA), the International Association for Marriage and Family Counseling (IAMFC), the American Mental Health Counseling Association (AMHCA), the American School Counseling Association (ASCA), the New York Counseling Association (NYCA), and the New York Mental Health Counseling Association (NYMHCA). Among the courses she teaches are Abnormal Psychology, Introduction to Counseling, Counseling Theory and Practice, Mental Health Counseling Internship, and School Counseling Practicum and Internship. Her research has involved examining adult children of divorce and intimate relationships and her clinical and research interests include divorce, couples, grief and loss issues, college counseling, forensics, personality disorders, and oncological counseling. Additionally, Dr. Conway has served as a staff counselor at Niagara University's Counseling Center and serves as faculty liaison for Niagara University's Counseling Center. Dr. Conway co-coordinates the school counseling program.

Shannon Hodges, Ph.D., LMHC, NCC, Associate Professor

Dr. Hodges holds a bachelor's degree in English from the University of Arkansas (BA), a masters' in (M.S.) in Community Counseling from Oregon State University and a doctorate (Ph.D.) in Counseling and College Student Services Administration from Oregon State University. His research interests are religion and spirituality in counseling, college/university counseling and professional issues and ethics. He also is a New York Certified mediator and has experience in mediation and conflict resolution. Dr. Hodges has 16 years experience working in clinical mental health settings including director of a county mental health clinic in Oregon and director of a university counseling center in Minnesota. He has served on the editorial boards on the *Journal of Counseling & Development*, the *Journal of Mental Health Counseling*, the *Journal of College Counseling* and *Counseling Today*, and is on the Editorial Advisory Board for the

American Counseling Association Press. Dr. Hodges is a member of the American Counseling Association, the American College Counseling Association, the Association for Spiritual, Ethical, and Religious Values in Counseling and the American Mental Health Counselor's Association. He has written numerous journal articles, book chapters and other professional monographs. He is also completing a graduate certificate in Trauma Counseling through the University of Buffalo's School of Social Work. Dr. Hodges coordinates the Mental Health Counseling program

Dr. Lisa Kilanowski-Press (dissertation defended; graduating 5/09), Assistant Professor:

Dr. Lisa Kilanowski-Press, our newest faculty member, is a School Psychologist previously employed by the Aiken County School District in Aiken South Carolina. Dr. Kilanowski-Press completed her doctorate in School Psychology with an emphasis in Neuropsychology at Indiana University-Pennsylvania. Prior to attending IUP, Dr. Kilanowski-Press earned a B.A. in Psychology at the University of Buffalo and her M.S. and CAS in School Psychology at Niagara University (and was in the program's first graduating class). Dr. Kilanowski-Press' coursework focuses on evidence based assessment and intervention, reading disabilities, as well as multicultural and group counseling; her principle research interests surround the functioning of sexual minority youth in K-12 schools, reading assessment and intervention, Response to Intervention, systems change, and the role of the school psychologist. Over the course of the past three years, Dr. Kilanowski-Press has served as a field editor and reviewer for NASP publications and proposed convention presentations, and has authored several articles regarding school psychologists' work with sexual minority youth, service to students with low incidence disabilities, and models of special education service delivery. In addition to presenting her scholarship regarding LGBQ youth on a national level, Dr. Kilanowski-Press has worked with several local districts in their efforts to implement appropriate Response to Intervention models in their districts. Dr. Kilanowski-Press' primary teaching responsibility is in the graduate School Psychology program.

Description of the School Psychology Profession

School psychologists are highly trained in both psychology and education with specialized preparation in mental health, child development, school organization, learning theory and behavioral science. School psychologists help youth succeed academically, socially, and emotionally through a range of direct services to children and their families and through collaboration with educators, parents, and other professionals. Training emphasizes skills in consultation, psychoeducational assessment, intervention, prevention, and individual and group counseling. Degree candidates must complete a minimum of a 60 credit-hour program that includes a year-long internship. School psychologists must be certified and/or licensed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB).

The majority of school psychologists work in schools. However, they can practice in a variety of settings including:

- Public and private school systems
- School-based health centers
- Clinics and hospitals
- Private practice
- Universities

Professional associations for School Psychologists:

- www.nasponline.org
- www.apa.org (see Division 16 School Psychology)

Niagara University **School Psychology Program Statement**

The school psychology preparation program in the College of Education is founded on a commitment to developing practitioners and leaders in the field of school psychology who, in the Vincentian tradition, seek to individually and systematically foster human growth and development, spirituality, well-being, and emotional stability within culturally diverse contexts. Graduates are expected to demonstrate qualities of outstanding reflective practitioners, such as the dispositions of caring and respect, open-mindedness, and a commitment to equity and social justice. Additionally, candidates within this program are expected to demonstrate the knowledge, skills, and dispositions consistent with the training and ethical standards as set forth by the National Association of School Psychologists.

School Psychology Program Standards for Evidence –Based Practice

(adapted from: APA Presidential Task Force on Evidence-Based Practices (2006). Evidence-based practice in psychology. *American Psychologist*, 61(4), 271-285.)

The program endorses an evidence-based approach in the practice of school psychology by advancing the following keystone concepts:

- Evidence-based practice (EBP) requires mindful and prudent use of current best-evidence in making decisions about school psychology service delivery. There are many types of acceptable evidence, including but not limited to meta-analyses, randomized-controlled studies, applied behavioral analyses, single case experimental designs, qualitative research, and clinical observations.
- EBP includes the recognition that research will not always address all practical needs.
- EBP mandates the integration of the best research evidence with clinical expertise and client values. Such integration also considers the systemic and ecological profile of the individual or organization, and demonstrates validity and relevance within all contexts.
- EBP also recognizes that practitioners, in their efforts to design and implement effective programming, should draw from the extant research base but should also implement their own field based evaluations of program appropriateness and efficacy.
- EBP is a complex, systematic, and cogent decision making process about multiple interacting sources affecting treatment effectiveness.

Related Coursework

- Project for EDU572
- Case Study and Treatment Plan for EDU658
- Needs Assessments and Program Evaluation for EDU669
- Case Study and Treatment Plan for EDU803
- All Grand Rounds Case Presentations for EDU805, 806, 807, & 808

**Due Process Procedures Adopted by the Department of
Counseling and Educational Leadership**
(revised May 2005)

In the event that a candidate appears to be at risk for dismissal or is struggling with the academic, social, or ethical demands of the program, the following steps provide due process:

1. The first step is for the counseling faculty to review the student's progress. Then if necessary, the faculty advisor will meet with the student to review concerns.
2. If the first step has not resolved the issue(s), the second step is for the faculty to develop a contract outlining needed areas of improvement.
- 3.
4. If contracting with the student fails to correct the concern(s), the student is dismissed from the program.
5. Any student dismissed from the program may appeal for reinstatement to the Dean of the College of Education.

Niagara University

School Psychology Planning Guide

(Recommended Cycle of Required Courses)

Full Time Candidates

Semester	Course	Title	Credit Hours	Transfer Credits	Completed
Fall	EDU 595	Educational Research & Statistics	3		
	EDU 654	Counseling Theory & Practice	3		
	EDU 800	Intelligence Theory & Assessment	3		
	EDU 801	Perspectives in School Psychology	3		
Spring	EDU 536	Human Learning, Development & Motivation	3		
		OR			
	EDU 539	Characteristics of Students with Exceptional Needs	3		
	EDU 658	Counseling Process	3		
	EDU 802	Psychological Assess. Of Child & Adolescents	3		
	EDU 803	Counseling & Behavior Therapy w/Children	3		
Fall	EDU 572	Reading Difficulties: Identification & Intervention	3		
	EDU 669	Group Theory & Applications	3		
	EDU 804	Psychological Assessment of Infants & Preschoolers	3		
	EDU 805	Practicum I	5		
Spring	EDU 652	Multicultural Counseling	3		

	EDU 655	Lifespan Development	3		
	EDU 671	Psychopharmacology	3		
	EDU 806	Practicum II	5		
Summer	EDU 670	Differential Diagnosis	3		
Fall	EDU 807	Internship I	3		
Spring	EDU 808	Internship II	3		

Other requirements:

1. ETS Praxis II School Psychology Exam score ≥ 150 .
2. Mandated Reporting of Suspected Child Abuse Certification Course*
3. Violence Prevention Certification Course*

*Copies of both certifications must be filed with the Dean's office and your program advisor. Training is usually offered the first week of fall and spring semesters through Office of Continuing and Community Education (Call (716) 286-8181 for information).

4. Application for graduation

Applications available in the Dean's Office. Candidates anticipating a May graduation should complete packets by January 30th of the preceding semester.

Revised 2/14/09

School Psychology Assessment Models

Note: Prior to presentation for approval by the College of Education, the following assessment model criteria were reviewed by faculty in Educational Leadership, Counseling and School Psychology, and by the School Psychology Advisory Panel. Criteria, scoring procedures and rubrics may later be modified.

The mid-point and final evaluations are scheduled as follows:

1. **Mid-point Assessment:** Successful completion of an examination, as described in course requirements for EDU805/806, is required prior to enrollment in internship.
2. **Final Assessment:** Successful completion of a comprehensive portfolio, as described in course requirements for EDU807/808, is required in order to attain degree.

(EDU 806) Mid-Point Examination:

An important part of the School Psychology Program is the completion of the Mid-Point Examination which gives candidates the opportunity to demonstrate their ability to integrate and apply their skills and knowledge. *Candidates must pass the mid-point exam prior to internship placement.* The examination consists of an integrated Case Study write-up incorporating the following domains of school psychology practice:

a) Problem Formulation:

1. Initial referral
2. Psychosocial History
3. Informal interviews with multiple informants

b) Assessment:

1. Behavioral observations in multiple settings
2. Structured or standardized interviews with multiple informants
3. Normed assessments across various domains of functioning (cognitive, educational, language, social, emotional, behavioral,).
4. Functional behavioral assessment where appropriate.
5. Assessment data translated into utilitarian baseline data.

c) Consultation/Collaboration:

1. Efforts and challenges in forming collaborative relationships.
2. Dissemination of assessment results and recommendations to parents, teachers, etc. (With feedback from site supervisor, candidate will write a critique of their strengths and weaknesses in this process).

3. Where appropriate, recommendations will be made with regard to classroom management and/or parenting strategies.
4. Strategies to ensure treatment plan integrity.

d) Intervention:

1. Educational: Development of an academic skills improvement plan OR IEP with specific rationale for selection of goals, objectives, and evaluation procedures.

OR

2. Behavioral or Psychosocial:

A critical analysis which details the following: The main part of the case analysis will consist of a detailed description of the intervention plan devised by the candidate to address the presenting problem. This will include the specific objectives of the intervention, the theoretical orientation and techniques used to facilitate success, strategies to assess progress, and any anticipated ethical issues. The conclusion of the analysis will include a discussion of the indicators the candidate would use to determine the child's readiness to terminate therapy and an appropriate plan for case closure.

*Interventions must be selected for high probability of success

e) Follow-up

1. Discussion of the results/outcome data of intervention (changes in skills, behavior, self-reports of distress/satisfaction, etc.).
2. Progress compared with expected level.
3. If necessary, reformulation of hypothesis, goals, expectations, etc. OR
4. If appropriate, appropriate plan for case closure.

Criteria for grading are based on relevance of selected procedures and depth of consideration given to presenting issues. Exams will be graded pass/fail according to a rubric scoring system. (to be presented in class).

Pass = The candidate integrated knowledge and skills to potentiate a comprehensive assessment and treatment program.

Fail = The candidate did not demonstrate mastery in integrating knowledge and skills in responding to referral issues.

(EDU 807 /808) Comprehensive Portfolio: During the two internships, students will compile a comprehensive portfolio demonstrating evidence of knowledge and skill in each of the areas outlined above under Course Objectives. Students will present portfolio sections during seminar (format and schedule will be provided).

For each of the following areas, the candidate will develop a summary paper describing how learning in each area has advanced their professional practice. Additionally, the candidate will provide between two and four pieces of evidence to support each reflection. Evidence can be a paper, tape, transcript, or professional work samples. ***All artifacts must protect confidentiality in accordance with NASP professional standards.***

The student will demonstrate the following competencies by the end of the 1200 clock hour internship sequence:

1) Communication Skills

a) Verbal Skills – The student will be able to:

- i) express her/himself clearly and concisely in daily interactions with school staff members and other professionals.
- ii) communicate pertinent information about children and participate effectively in interdisciplinary treatment team meetings and case conferences, while maintaining her/his identity as a school psychologist within a multidisciplinary group.
- iii) educate caregivers, teachers, and other consultees by providing appropriate information on a variety of issues (such as cognitive, social, behavioral and educational development of children, parenting, psychotropic medications, stress management, psychiatric disorders, etc.) in an easily understandable manner.
- iv) communicate with children and their families, significant others, and designated friends in a helpful fashion. Students will be able to provide, as well as obtain, information concerning the child, while respecting the child's and family's rights concerning privacy, confidentiality and informed consent.
- v) communicate effectively with referral sources, both inside and outside the school, concerning all aspects of child's needs and well-being (e.g. developmental, psychiatric, health and safety needs).

b) Writing Skills - The student will be able to:

- i) prepare a complete, written initial psychoeducational assessment, including a psychosocial history, cognitive and educational evaluations, behavioral observations, interviews with multiple informants, a diagnostic impression, and recommended treatment modalities.
- ii) write progress notes to chart and maintain child's records according to professional standards and regulations.
- iii) prepare a written treatment plan, including client problems, therapeutic goals, and specific interventions to be used.
- iv) prepare a formal, written case study.
- v) use computer skills to work with word-processing programs, and to maintain and search data bases.

c) Knowledge of Nomenclature – Students will be able to :

- i) acquire a thorough knowledge of professional terminology pertaining to neuropsychology, counseling, psychopathology, treatment modalities, and psychotropic medication.
- ii) demonstrate understanding of professional jargon through participation in professional dialogues.

Required for portfolio: Candidates will briefly summarize their perceived strengths and weaknesses in professional communication and formulate a plan for continued growth.

Suggested artifacts for portfolio: Practicum/internship performance review, psychological reports, intervention contracts, learning summaries and/or exemplar work from courses.

2. Counseling and Behavior Therapy

The student will be able to:

- a) structure a counseling session according to a specific theoretical perspective (for example, psychodynamic, cognitive or behavioral theory), understanding that a theory base provides the framework and rationale for all therapeutic strategies, techniques and interventions.
- b) use appropriate counseling techniques to engage the child in the therapeutic process, to build and maintain rapport, and to begin to establish a therapeutic alliance. This may include using attending behaviors, active listening, and displaying a knowledgeable and professional attitude to convey empathy, genuineness, respect, caring and competence.
- c) Use appropriate counseling techniques to increase the child's comfort and to facilitate collection of data necessary for clinical assessment, such as conducting a mental status evaluation, taking thorough psychosocial history, and eliciting relevant, valid information concerning the presenting problem, in order to formulate a diagnostic impression. Specific interviewing competencies may include observation, expressive play and art therapy, use of open-ended and closed-ended questions, the ability to help the client stay focused, reflection of content and feeling, reassuring and supportive interventions, and the ability to convey an accepting and nonjudgmental attitude.
- d) Develop a holistic approach toward interviewing multiple informants (i.e. family, caregivers, teachers, etc.) by assessing psychological, biological, environmental, and interpersonal factors that may have contributed to the client's developmental history and presenting problems.
- e) demonstrate the ability to see things from the child's frame of reference and to develop a growing understanding of the client's phenomenological perspective.
- f) demonstrate awareness of the child/family from a multicultural perspective and respect for her/his/their sociocultural heritage with awareness that this is a key factor in determining the client's unique sense self, worldview, values, ideals, patterns of interpersonal communication, family structure, behavioral norms, and concepts of wellness and pathology.
- g) Demonstrate understanding that different client populations and different types of problems may respond best to varying therapeutic approaches and

techniques via familiarity with the professional literature about various types of client populations and their particular problems and concerns, including but not limited to the following:

- infants and preschoolers
- children and adolescents
- individuals with addictions
- children of alcoholics
- gay and lesbian adolescents
- survivors of trauma
- individuals with eating disorders
- individuals with physical and psychological disabilities
- individuals with a dual diagnosis (e.g. mental retardation with depression)
- individuals from diverse backgrounds

h) use the following types of therapy and understand the underlying principles, issues, dynamics and role of the school psychologist associated with each type of treatment:

- individual therapy (including, but not limited to: behavioral, cognitive, play therapy)
- group therapy
- crisis intervention
- prevention
- Stress management
- Educational interventions
- Behavioral interventions
- IEP development and monitoring

Required for portfolio: Candidates will briefly summarize:

- I) Her/his own theoretical framework which guides developmentally appropriate therapeutic service delivery.
- II) Successes and challenges encountered in actual supervised cases related to the constructs outlined in b-f.
- III) Perceived strengths and weaknesses and a plan for continued skill development related to g-h.

Suggested artifacts for portfolio: Practicum/internship performance review, culminating projects from EDU 652, 658, 669, counseling treatment plans, and/or progress notes.

3) Assessment / Diagnosis

The student will be able to:

- a) Demonstrate an understanding of the most used assessment instruments, such as intelligence tests, educational evaluations, personality assessments, behavioral scales and interest inventories.

- i) demonstrate familiarity with the validity and reliability of these instruments.
 - ii) interpret data generated by these instruments and understand the significance of these data in relation to diagnosis and treatment.
 - iii) determine which assessment instruments would be most helpful in evaluating specific client problems or concerns.
 - iv) Be cognizant of the limitations of assessment instruments when used with culturally diverse populations.
- b) Develop a working knowledge of the DSM-IV and USDOE special education eligibility criteria.
- i) demonstrate knowledge of the organization of the DSM-IV and use this nosology effectively (for example, to find diagnostic codes or to trace clients' behaviors, affects, or cognitions along decision trees to ascertain potential diagnoses).
 - ii) demonstrate proficiency using the DSM-IV and USDOE classification of disorders and be able to identify particular constellations of child's problems as specific DSM-IV diagnostic categories.
 - iii) review and consider all pertinent data, including interviews, medical records, previous psychiatric records, test results, psychosocial history, consultations, and DSM-IV classifications, in formulating a diagnostic impression or preliminary diagnosis.

Required for portfolio: Assuming service delivery to a diverse K-12 population and limited budget for standardized equipment, the candidate will compile an inventory of a maximum of ten standardized assessment deemed to be the most utilitarian. Additionally, the candidate will identify and describe at least two alternative assessment practices congruent with their perceived professional role. Rationale for all choices must be clearly stated.

Suggested artifacts for portfolio: Practicum/internship performance review, psychological reports, instrument review completed for EDU 805, culminating projects from EDU 652, 670, 802 and 803, IEPs, counseling treatment plans and progress notes.

4) Academic Intervention/Problem-Solving

The student will be able to apply a problem –solving model to developing academic interventions which ensure positive student outcomes rather than determining failure or deviance.

The problem-solving model must promote a cyclical, inductive, empirical process rooted in behavioral analysis. Application must evidence the following:

- i) Focus on a rigorous data-based processes to:
 - a. Behaviorally define the problem (specific, observable, measurable terms).

- b. Functionally assess the problem (via CBA, FBA, or other empirically supported methods) in relation to curriculum-based skills and other relevant keystone variables.

Example:

<p><i>Curriculum-based skills for reading:</i></p> <p><i>Phonemic awareness</i></p> <p><i>Phonic decoding</i></p> <p><i>Vocabulary</i></p> <p><i>Fluency / reading rate</i></p> <p><i>Comprehension</i></p>	<p><i>Other relevant keystone variables:</i></p> <p><i>Time allocated for instruction</i></p> <p><i>Academic Learning time</i></p> <p><i>Time on task</i></p> <p><i>Pacing of instruction</i></p> <p><i>Opportunities to respond / qty of response</i></p> <p><i>Sequence and qty of skill examples</i></p> <p><i>Basic skill v. metacognitive strategies</i></p>
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- c. Collect baseline data

- ii) Delineation and prioritization of multiple possibilities for instructional practices / interventions.
- iii) Formulation of an intervention plan with focus on strategies to maintain treatment integrity.
- iv) Determine student response to intervention via specific information on rate of progress.

Required for portfolio: The candidate will provided a written summary of an actual case application of the steps delineated above. Professional literature and/or empirically supported constructs that guide them in professional decision-making must be highlighted for each step.

Suggested artifacts for portfolio: Practicum/internship performance review, psychological reports, culminating projects from EDU 536/539, 572, case studies presented in practicum/internship seminars, IEPs, FBAs, CBM products, intervention contracts co-designed on-site, etc.

5) Consultation and multi-disciplinary teaming

The student will be able to:

- a) demonstrate facility with the process of consultation / collaborative problem solving
- b) demonstrate an understanding of the functions and goals of all service providers with their placement and will be able to network with appropriate personnel throughout the system.
- c) demonstrate knowledge of roles, responsibilities, and contributions to client care made by members in each multi-disciplinary team. The student will know which individuals to contact to address various needs of the child.

- d) demonstrate thorough knowledge of community resources and will understand the school's procedures for referring families to outside sources for help.
- e) demonstrate recognition of the importance of continuity of care. Beginning with the initial contact, the student will act as an advocate for the child in assuring continued quality of care and access to services.

Required for portfolio: documentation and evaluation of consultative case study (model to be presented).

Suggested artifacts for portfolio: Practicum/internship performance review, written reflections on barriers to and quality indicators of effective collaborative with other professionals.

6) School Operations and Program Administration

The student will be able to:

- a) demonstrate familiarity with the organization structure of the school and will understand the responsibilities and functions of various staff.
- b) demonstrate understanding of the philosophy, mission, and goals of the each school building within which the student is placed.
- c) evaluate the need for and assist in implementing effective prevention programs in accordance with population needs.
- d) demonstrate understanding of school standards to ensure quality of outcomes pertaining to general and special education services.

Required for portfolio: Written comparison of school mission statement and personal professional orientation OR one assessment of school needs and your possible professional contributions.

Suggested artifacts for portfolio: Practicum/internship performance review, projects on contemporary needs in school (e.g. prevention programs, crisis management, etc.), evidence of leadership ability, etc.

7) Professional Orientation and Synthesis Paper

The student will be able to:

- a) demonstrate knowledge of ethical and legal codes for school psychologists, provided by professional associations as well as by state law.
- b) adhere to these standards at all times.
- c) demonstrate knowledge of the school's regulations and policies regarding ethical and legal issues and will adhere to these standards at the placement site.
- d) demonstrate awareness of legislation protecting human rights.
- e) seek guidance from the on-site supervisor and the academic program supervisor with any questions concerning ethical or legal issues or professional behavior.

Required for portfolio: The candidate will compose a synthesis paper integrating how her/his knowledge, skills, and dispositions, as evidenced in the preceding six areas, contribute to a holistic view of their personal professional identity. Candidates will also reflection on role of the profession of school psychology in promoting change at the individual and organization level. (Note: A review of NASP's mission, position papers, and statements on advocacy and public policy may be helpful). The paper must follow the APA manual (5th Ed.) writing style and include a minimum of ten references.

Suggested artifacts for portfolio: Practicum/internship performance review, self-evaluations from EDU 805 and 806, reflections on challenging cases.

Report Scoring Rubric for EDU 802 / 804 (possible 10 points or equivalent ratio):

Report Scoring Rubric for EDU 802/804			
Criteria	Level 1	Level 2	Level 3
	0-1	2	3
Writing Style ① ② ③	<ul style="list-style-type: none"> • Three or more distinct errors associated with punctuation, grammar, or syntax. • Several inappropriate word/term choices. • Paragraphs/sentences are poorly organized, difficult to follow, and/or convoluted. 	<ul style="list-style-type: none"> • One or two distinct errors associated with punctuation, grammar, or syntax. • Word/term choices reflect need for minor refinement. • Paragraphs/sentences are fairly well organized but may evidence some digression. 	<ul style="list-style-type: none"> • No errors in punctuation, grammar, or syntax. • Appropriate word/term choices (<i>i.e. colloquial phrases, unnecessary jargon, frivolous use of politically correct terms is avoided. Conventional terms accepted by the profession prevail</i>). • Paragraphs and sentences are logically sequenced, well organized, sufficiently detailed, and concise.
Comments:			
Relevance and Organization ① ② ③	The <u>presenting problem</u> is ill-defined and/or not contextualized: <ul style="list-style-type: none"> • Behavioral observations, history, and interview information are not adequately addressed. • Family, social, classroom/school organizational dynamics/norms are only superficially considered or not addressed. 	A strong attempt to contextualize the <u>presenting problem</u> is evident: <ul style="list-style-type: none"> • Behavioral observations, history, and interview information are integrated into logical format, however, some information is lacking. • Family, social, classroom/school organizational dynamics/norms are considered, however, some information appears to be lacking. 	The <u>presenting problem</u> is thoroughly contextualized: <ul style="list-style-type: none"> • -Behavioral observations, history, and interview information are integrated into cohesive format. • -A good understanding of family, social, classroom/school organizational dynamics/norms is evident.
	<u>Assessment data:</u> <ul style="list-style-type: none"> • Data is presented in confusing, non-standard format • Scores are not adequately explained. • -Attempts to convey recognition of potential bias and degree of certainty are not evident, or sorely lacking in clarity. 	<u>Assessment data:</u> <ul style="list-style-type: none"> • Data is presented in logical, user friendly format • Scores are not adequately explained. • Attempts to convey recognition of potential bias and degree of certainty are evident, but the communication lacks clarity. 	<u>Assessment data:</u> <ul style="list-style-type: none"> • Data is presented in logical, user friendly format • Scores are adequately explained. • Recognition of potential bias and degree of certainty are explicitly conveyed to the reader.
Comments:			

Report Scoring Rubric for EDU 802/804

Criteria	Level 1 0-1	Level 2 2	Level 3 3	Level 4 4
<p>Interpretation</p> <p>① ② ③ ④</p>	<ul style="list-style-type: none"> • Several possible patterns or themes are not recognized. • Discrepant information is not considered. • The findings are NOT synthesized into meaningful units: <ul style="list-style-type: none"> • Baselines are not identified. • A clinical hypothesis may have been generated, but is not supported. • Recommendations do not flow specifically from the generated hypotheses and/or baselines or are grossly lacking in completeness. 	<ul style="list-style-type: none"> • Several possible <u>patterns or themes</u> are not recognized. • <u>Discrepant</u> information is not fully considered. • There is an evident attempt to synthesize findings into meaningful units, but only partially attained: <ul style="list-style-type: none"> • Baselines are targeted but not expressed in a meaningful manner (<i>Focus is on superfluous client characteristics or does not generalize to academic/social behavioral aspects of presenting problem</i>). • A clinical hypothesis is generated, but is only weakly supported. • Recommendations flow specifically from the generated hypotheses and/or baselines are moderately lacking in completeness. 	<ul style="list-style-type: none"> • Only one or two possible <u>patterns or themes</u> are not recognized. • <u>Discrepant</u> information is fully considered. • The findings are generally synthesized into meaningful units: • Meaningful baselines (e.g. academic or behavioral markers) are established but are slightly lacking in completeness. • A viable clinical hypothesis is generated. • Recommendations flow specifically from the generated hypotheses and/or baselines are slightly lacking in completeness. 	<ul style="list-style-type: none"> • <u>Patterns/themes</u> of performance on all instruments / methods used are thoroughly disclosed. • <u>Discrepancies</u> in gathered information are fully consider and rectified. • The findings are <u>synthesized</u> into meaningful units: <ul style="list-style-type: none"> • Meaningful baselines (e.g. academic or behavioral markers) are established when appropriate. • A viable clinical hypothesis is generated. • Recommendations flow specifically from the generated hypotheses and baselines (when appropriate).
Comments:				
Total Score:				

Use of report scoring rubric:

The instructor will highlight or underline statements most characteristic of your work sample. Because of the detailed nature of the assignment, one score category may not encapsulate the report in entirety. Scores will be determined based on totality of quality in each of the three core areas.

**NIAGARA UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM**

PRACTICUM AND INTERNSHIP CONTRACT – PART I

This agreement is made on _____ by and between _____
(Date) (Field Site)
Niagara University School Psychology Program. This agreement will be effective for a period
from _____ to _____ for _____ hours (approximately per week) for

(Student Name)

Purpose

The purpose of this agreement is to provide a qualified student with a(n) practicum/internship experience in the field of School Psychology.

The University agrees:

1. to assign a university faculty liaison to facilitate communication between university and site;
2. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. that the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site or university occur; and
4. that the university supervisor is responsible for the assignment of a fieldwork grade.
5. To adhere to all guidelines as set forth by NASP *Professional Conduct Manual and Standards for Training and Field Placement Programs in School Psychology*.

The Practicum/Internship Site agrees:

1. to assign a practicum/internship supervisor who has appropriate credentials, time and interest for training the practicum/internship student;
(Note: Interns must receive an average of at least two hours of field-based supervisor per full-time week and an average of one hour per week for practicum students.)
2. to provide supervised opportunities for the student to engage in a variety of activities related to the professional practice of school psychology (suggested counseling experiences included in the “Practicum/Internship Activities” section in Part II);
3. to provide the student with adequate work space, telephone, office supplies, expense reimbursement and support services consistent with that afforded agency school psychologists;
4. to provide supervisory contact that involves some examination of student work using audio/visual tapes, observation, and/or live supervision;
5. to provide written evaluation of student based on criteria established by the university program;
6. to not involve students in any form of billing for professional services.
7. to adhere to all other guidelines as set forth by NASP *Professional Conduct Manual and Standards for Training and Field Placement Programs in School Psychology*.

PRACTICUM AND INTERNSHIP CONTRACT – PART II

Within the specified time frame, _____ will be the primary practicum/internship site supervisor. The training activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student’s level of competence in each activity.

_____ will be the faculty liaison with whom the student and practicum/internship site supervisor will communicate regarding progress, problems and performance evaluations.

Practicum/Internship Activities

- 1. Intake Interviewing _____
Including taking social history information _____
- 2. Behavioral Assessment _____
Observation documentation _____
Functional behavioral assessments _____
- 3. Academic Assessment _____
Standardized administration _____
Curriculum-based measures _____
Interpretation / Report writing _____
Dissemination of results _____
- 4. Individual Counseling/Psychotherapy _____
Personal/Social Nature _____
Occupational/Educational Nature _____
- 5. Group Counseling _____
Co- Leading _____
Leading _____
- 6. Other Interventions _____
IEP development _____
Treatment plans (non-CSE) _____
Progress summaries _____
Referrals _____
- 7. Consultation _____
Professional team collaboration _____
Parent/family collaboration _____
- 8. Functional Training / Transitioning _____
Student orientation _____
Collaboration with community resources _____
- 9. Giving in-service presentations _____
- 11. Attend case conferences _____
- 12. Attend staff conferences _____
- 13. Other (please specify): _____

Type of supervision student will receive: Individual _____ Group or Peer _____

Practicum/Internship Site Supervisor _____ Date _____

Student _____ Date _____

Faculty Liaison _____ Date _____

**PRACTICUM / INTERNSHIP
PERFORMANCE REVIEW
SCHOOL PSYCHOLOGY**

Candidate Name _____

Evaluator _____

Date of Placement From: ____-____-____ To: ____-____-____

Supervisors are to discuss evaluation results with the candidate prior to submitting it to faculty.

1	2	3	4	5
Candidate performs significantly below expectations for his/her level of training. Additional training, skill development, and professional maturation is necessary for successful functioning in this domain. Candidate cannot/should not be allowed to work autonomously in regards to this area of practice. Intervention is required.	Candidate performance is considered below average when compared to expectations for his/her level of training. Difficulties persist despite advisement by supervisor. Candidate is in need of close supervision when performing tasks in this domain. With additional practice/experience, candidate skill is expected to develop appropriately.	Candidate performance meets minimum expectations for his/her level of training. Candidate may require moderate supervision when engaging in tasks.	Candidate performance is considered above average relative to expectations for his/her level of training. Occasional supervision and support is required, however, candidate largely engages in tasks autonomously and successfully.	Candidate performance is considered to exceed expectations for his/her level of training. Little to no supervision is required.

I. Personal Characteristics

Descriptors:

- ___ Demonstrates good judgment and common sense.
- ___ Communicates and listens effectively.
- ___ Shows concern, respect and sensitivity for the needs of staff, students and parents.
- ___ Accepts and utilizes constructive criticism.

Comments and growth suggestions:

II. Assessment and Reporting Skills

Descriptors:

- ___ Clearly identifies the nature of the referral problem and the purpose of the assessment.
- ___ Combines observations, background information, multidisciplinary results and other pertinent data to present the most comprehensive and valid picture possible of a student.
- ___ Recognizes differences in age, socioeconomic and ethnic backgrounds, child and adolescent development and strives to use appropriate procedures relevant to these differences.
- ___ Assessment data and recommendations are communicated to multi-disciplinary teams (e.g. Committee on Special Education) in an accurate and useful manner.
- ___ Makes recommendations that follow logically from the assessment results and are educationally relevant.
- ___ Psychological reports are professionally written, timely and educationally relevant.
- ___ Assessment data and recommendations are communicated to parents with clarity and sensitivity.

Comments and growth suggestions:

III. Intervention Skills

Descriptors:

- ___ Develops interventions which are culturally and developmentally appropriate directly related to the presenting problem of the referred student.
- ___ Develops interventions that are consistent with assessment results.
- ___ When appropriate, works conjointly and encourages a facilitative relationship with other therapy providers.
- ___ Monitors the impact of treatment programs and modifies or terminates when appropriate.
- ___ Responds to students' needs by carefully planning group interventions or prevention programs.
- ___ Collaborates with building staff and parents to implement and evaluate intervention goals.
- ___ Demonstrates skill in utilizing individual counseling techniques.
- ___ Demonstrates skill in utilizing group counseling techniques.

____ Demonstrates skill in designing behavior modification, classroom management techniques and
conducting functional behavioral assessments.

Comments and growth suggestions:

IV. Consultation:

Descriptors:

____ Establishes effective collaborative relationships with teachers, other school personnel and parents.

____ Serves effectively as a liaison for school, parents and community agencies.

____ Is familiar with the organization, instructional materials and teaching strategies and uses this information to assist in educational planning for the referred student.

____ Develops intervention strategies conducive to individual classroom environments and teachers' instructional style.

____ Lends expertise to district projects or research with goals of improving educational policies and procedures.

____ When appropriate monitors the effects of pharmacological interventions and communicates these results to family and/or physician.

____ Demonstrates awareness of own limitations and enlists the assistance of other specialists when appropriate.

____ Follows "best practice" guidelines of school psychology discipline as demonstrated by integration of new research and application of empirically supported methods into service delivery.

Comments and growth suggestions:

V. Professional Responsibilities:

Descriptors:

- ___ Is prompt in meeting deadlines, responding to referrals and handing in reports.
 - ___ Completes written reports and forms in a neat, thorough and accurate manner.
 - ___ Establishes appropriate work priorities and manages time effectively.
 - ___ Follows through consistently when additional action is needed.
 - ___ Considers all alternatives and implications before recommending a change in child's program in order to assure the least restrictive environment.
- ___ Makes use of recognized channels to suggest changes and/or improvements.
 - ___ Observes school policies and legal regulations.
 - ___ Demonstrates willingness to keep counseling and educational intervention practices current.
 - ___ Contributes to the general well-being of school community.

Comments and growth suggestions:

VI. Professional Relationships:

Descriptors:

- ___ Establishes and maintains a relationship of trust and cooperation with co-workers.
 - ___ Deals with students/staff in a fair and consistent manner.
 - ___ Uses discretion in handling confidential information.
 - ___ Gives criticism which is constructive and praise which is appropriate.
 - ___ Acknowledges the rights of others to hold differing views or values.
 - ___ Maintains visibility and accessibility within assigned school(s).

Comments and growth suggestions:

Field Supervisor Signature
Date

Candidate Signature
Date

(Candidates signature means that the candidate has read the evaluation. It does not mean that the candidate agrees with the evaluation.)

PRATICUM/INTERNSHIP
Supervisor Performance Review
SCHOOL PSYCHOLOGY

Supervisor Name _____
Student Name _____
Date of Placement From: ____ - ____ - _____ To: ____ - ____ - _____
Location of Placement _____

Please evaluate the supervisor using the following schedules for the descriptor section:

- 1 – Unsatisfactory*
- 2 – Needs Improvement*
- 3 – Satisfactory*
- 4 – Competent*
- 5 – Outstanding*

I. Supervisory Skills

Descriptors:

- _____ Comfort in authority role
- _____ Openness to listening to student interpretation of cases and ideas
- _____ Flexibility in regards to practicum/internship student's schedule
- _____ Provides opportunities to meet all requirements on practicum/internship contract
- _____ Encourages autonomy of practicum/internship students
- _____ General availability
- _____ Communicates and listens effectively
- _____ Creates an environment conducive to trust and open communication
- _____ Provides constructive criticism to enhance student's learning.
- _____ Provides positive feedback to enhance self confidence

_____ Upholds ethical responsibilities in student/supervisor role

II. Collaborative Skills

Descriptors:

- _____ Professionalism in relation to students and their family members
- _____ Professionalism in relation to colleagues (counselors, teachers, principal, etc.)
- _____ Provides and encourages opportunities for professional development (team meetings, trainings, etc).
- _____ Supervisor encourages opportunities for practicum/intern student to work with other staff (teachers, SLP's, counselors, OT/PT, etc.)
- _____ Manage group/team process
- _____ Knowledge of intrapersonal dynamics
- _____ Facilitates brainstorming
- _____ Consults with other professionals frequently with regard to individual cases
- _____ Encourages/provides opportunity for professional networking
- _____ Informs other professionals in the school of the practicum/internship student's role

III. Professional Skills

Descriptors:

- _____ Knowledge of current research in the field
- _____ Progressive nature with regard to changes in the field
- _____ Challenges existing knowledge and attitudes within the school
- _____ Models appropriate skills
- _____ Integrates data into case conceptualization
- _____ Knowledge of interpersonal dynamics
- _____ Establishes rapport with students and families
- _____ Knowledge of current ethical standards
- _____ Models professional time management/assertiveness skills
- _____ Participates in continual professional development

Additional Comments:

					*
					*
					*
					*
					*
TOTALS	(required min. prac 150 hrs intn 400 hrs)		(required minimums Prac 1+2 = 400 hrs Intn 1+2 =1200 hrs)		(required minimums prac = 1 hr/week intn = 2 hr /week)

* time logs to be initialed by field supervisor once per month

Field Supervisor Signature

Date

Candidate Signature

Date

Accessing electronic reserve

- Go to NU home page
- Select the following:
 - Resources
 - Library
 - Online Research
 - View course readings through electronic reserve
 - Go to electronic reserve
 - Electronic reserve and course materials
- Find instructor
 - Select Course
- Password: changes each semester – ask instructor

Permission to Use Student Products

I, _____, authorize the faculty of the school psychology program at Niagara University to utilize my academic products as described below, in part or in whole, for the purposes of student instruction, program assessment, and/or other purposes in accordance with professional standards as set forth by NASP/APA and/or University policy.

Description of student product:

signed: _____ date: _____

School Psychology Test Kit Exchange Record

Note:

-Exchanges are only to be made between Niagara University School Psychology students of the same cohort. Exchanges between cohorts must be approved by a School Psychology professor.

-The student *from* which the test kit has transferred is required to maintain the Exchange Record as proof of the transaction.

-Students are required to maintain record of all exchanges until course grades are received.

Date: _____

Kit Name: _____

Kit Number: _____

Kit Received from: _____
(print)

I have taken possession of the test kit listed above in complete and good condition.

Receiver of kit: _____
(print)

(signature)

Timeline to Prepare for Internship, Graduation, Employment

First Academic Year

Mandated Reporting of Suspected Child Abuse Certification Course

Violence Prevention Certification Course

Usually offered the first week of fall and spring semesters through Office of Continuing and Community Education (Call (716) 286-8181 for information).

*Copies of both certifications must be filed with the Dean's office and your program advisor.

First Year Summer

Certification and Fingerprint Clearance Information

Students can apply for fingerprint clearance through the New Your State TEACH website. This is also the site we will use for applying to New York State for

certification. It is IMPORTANT that you write down your USEERNAME and PASSWORD when you create your profile. You will use them every time you log back into the website.

Office of Teaching Initiatives New York State – <http://www.highered.nysed.gov/tcert>

Once on the website – there is a box on the right side (as shown



Click on that box

First time users will click on self-registration and create their profile. Returning users will click on <log-in>.

The TEACH Home page has the following options:

- Profile Links
Verify/Update Profile
- Fingerprinting Links
Submit Application for Fingerprint Clearance
- Inquiry Links
Account Information
- Online Application
Apply for Certificate
Apply for a Duplicate Certificate
- Professional Development
Maintain Your Professional Development Record

Click on the appropriate option.

Note: Hard copy packets are also available in the Dean's office. However, online processing is more expedient.

Second Year Fall

- Students should prepare curriculum vitae, interview portfolios, and cover letters in preparation for internship application.
- Students request at least three letters of reference (recommended: 1 from the academic program, 1 from practicum supervisor, 1 from another person knowledgeable about her/his professional skills and abilities).

Second Year Spring or Summer

ETS Praxis II School Psychology Exam (code 0400)

- A score ≥ 150 is required for graduation

- A score ≥ 160 is required for NCSP

Note: Study guides are available through ETS. It is recommended that students pace their preparation throughout their coursework. School psychology candidates are to complete and pass the PRAXIS II in school psychology **prior** to commencing internship. Candidates will be expected to furnish a complete PRAXIS II report indicating a score greater than or equal to 150 by August 1st of the summer prior to their internship year. It is recommended that candidates begin making exam arrangements during Practicum II to ensure that the requirement is completed in a timely fashion. Students will not be allowed to commence the internship experience if the requirement is not met.

Third Year Fall

Application for graduation

Applications available in the Dean's Office. Candidates anticipating a May graduation should complete packets by December 1st of the preceding semester.

Application for provisional certification

Seeking Provisional and Permanent Certification

Provisional: Prior to graduation, students should consult with Bev Eiler (286-8560) to commence the NYS certification process. Upon graduation, candidates will receive provisional certification as a school psychologist in New York after the appropriate paperwork has been filed. It is recommended that all students work through the College of Education to obtain their provisional certification, as the office operates under a streamlined process for graduates of accredited programs. Do not apply for provisional certification on your own.

Permanent: Following two years of full-time employment as a school psychologist (including one internship year), candidates may apply for permanent certification as a school psychologist in New York. Again, contact Bev Eiler in the College of Education for guidance in this process.

Out of State Internship Information

1. It is important to note that many states/regions operate on a "county" school district system as opposed to a township/city district system, as is common in New York, Pennsylvania, Ohio, and the northeast in general. Consequently, as opposed to being hired by the Williamsville School District, one would be hired by the (non-existent) Erie County School District. This has several implications for school psychology interns:
 - When seeking internships in states operating on a county system, one would be applying for a position *with the county*, and not with an individual school in that county. In such situations it is important to visit county school district

sites for potential employment information as opposed to individual school web pages.

- County districts serve all students residing within that county; consequently, you have access to a considerably larger pool of students across various SES and cultural groups. Whereas you may work in a district of 2,000 to 6,000 students in WNY, county districts can serve anywhere between 30,000 to 60,000 students.
- As a result of the greater service needs within a county system, it is not unusual to find anywhere between 12 and 30 psychologists employed within any given county. Oftentimes school psychologists will find a specialized niche within county systems, i.e., Autism Specialist, Preschool School Psychologist. Typically all services are provided within district in a county system and are not contracted (i.e., no BOCES or equivalent), affording greater opportunities for work with low incidence disabilities.
- County systems often provide greater funding to special programs, making it easier for school psychologists to obtain materials that they require.
- Within county systems, school psychologists may either be school based or may work out of a central office, driving to their designated schools as necessary or on predetermined days of the week (i.e., Monday at Midland Valley, Tuesday at Belvedere, Thursday at North Augusta). The latter tends to be most common. It is not unusual for school psychologists working in county systems to have a district office, but not an office within the schools that they serve. Test kits and other materials are often transported by the school psychologist from location to location as needed.
- Many school psychologists working within county systems serve more than one building. For example, school psychologists working in southern states often serve 2 to 5 buildings depending on staffing and school population.
- Oftentimes (but not always) one may serve or rotate between a larger number of buildings on internship. For example, an intern may serve only one school, or may be divided between 2 to 3 buildings within the county.

2. When investigating the possibility of an internship out of state, and particularly within a county system, it is important to:
 - Make strong efforts to discern the nature of the role of school psychologists within that district
 - Be diligent in your efforts to understand the roles and expectations of school psychology interns within the district
 - Understand the extent to which the internship site is willing to deviate from their expectations of school psychology interns to meet your internship needs
 - Make attempts to speak to current interns about their experiences
 - Make attempts to speak to school psychologists about their day to day roles
 - Discuss in advance how many schools you will be serving and what your responsibilities will be
 - Ascertain the nature of the supervision structure within that district, and who is typically responsible for supervising interns. Oftentimes interns are supervised by lead school psychologists and other administrative employees who are credentialed school psychologists. This supervision structure is acceptable so long as interns are given the feedback and support that they require.

3. Logistical issues related to working out of state include:

- **The M.S./CAS versus other degrees (i.e., M.A./Ed.S.)-**

School psychology degrees conferred vary from university to university and state to state. It is important to be aware of this fact, as many districts outside of New York **may not be familiar** with the M.S./CAS degree; **you may be questioned** about the nature of your future credential on internship and job interviews. The M.A./Ed.S. degree in school psychology is common to many states. Students first complete a masters degree in educational psychology (approximately 1 year) before going on to complete 2 years of study in school psychology (including internship), after which the Ed.S. is conferred. This sequence of coursework results in completion of 61 hours of study, paralleling the M.S./CAS that is conferred at NU. The only difference between sequences is that we do not confer a degree after one year of study. Holistically, both sequences result in the completion of 61 credit hours in school psychology, plus practica and internships, and are identical. Be sure that you are aware of the nature of both degrees so that you can properly explain your future credential if questioned by potential internship or job sites.

- **Differences in certification-**

Carefully investigate the certification requirements in the state you are considering. Some states offer various tiers of certification for school psychologists, **requiring interns to be certified in some way before working in the schools** (despite not having finished their program). This

results in the ability of some interns to make a larger salary on internship. For example, students who have completed more than 32 hours in a school psychology program may be certified as a “School Psychologist I” in the state of South Carolina; such a credential can lead to a salary of between 30 and 40,000 in some cases. Other districts may choose to employ you as an intern only and provide you with a stipend. Many districts outside of New York will provide their interns with full benefits and continuing education/conference stipends. It is important to thoroughly explore the certification, salary, and benefit structure of any potential internship site. Most districts outside of WNY are extraordinarily forthcoming with information regarding salary and benefit structure.

- **Application deadlines and internship start/stop dates-**

School districts south and west of New York tend to start earlier and end earlier than common in our region. Consequently, application deadline dates for internships in some states may come earlier than expected. Common deadline dates in the south range between January and March within interviews commencing around the same time. Of course, there are deviations in this practice, with some districts hiring interns between April and May. Most decisions tend to be made by May or June at the latest. If you are interested in working out of state, investigate application deadlines as soon as possible. Similarly, it is important to note that the academic year in many districts in the west and south run between mid to early August until May or early June, impacting internship start dates.

- **Security clearances-**

Be mindful of the fact that different states require different security clearances, and often require them to be completed prior to applying for internship. For example, PA requires “Act 34” clearance, which is specific to their state. It is important to note that fingerprinting and background checks are not typically transferable between states. Specifically, if you have been fingerprinted in NY, you will likely have to go through the same process in the state you are applying in. You may have your fingerprints completed in NY, but you will have to mail them to the appropriate agency in the state in which you would like to work, along with the appropriate paperwork and fees. In some states it can take up to 8 months to complete security clearances. It is important that you investigate the requirements within your state of choice as early as possible, and determine the extent to which your prospective employer is willing to accommodate you without clearances.

Student Liability Insurance

Liability insurance is recommended but not required for school psychology cohort students working in a direct service capacity on practica and internship. As graduate students who work closely with children and families, it is important to ensure that you are afforded liability protection by the district in which you are placed. Inquiring about the degree of protection that you are afforded will help you decide if purchasing liability insurance is in your best interest. Typically such insurance is affordable for students (oftentimes between 26 and 50 dollars per year for good coverage), making it a worthwhile investment. Companies offering NASP / APA member and student discount rates may be found on the respective websites.

Additional Information Regarding the School Psychology Profession:

Professional Associations

The school psychology program faculty believe an essential component of professional development for counselors is membership and participation in relevant organizations. Students are encouraged to join one of the national organizations and all such organizations offer student membership at discounted rates.

Membership benefits include regular newsletters, professional scholarly journals, and information of upcoming conferences and workshops. In addition, the associations work to promote the profession of counseling and all counselors benefit from the work of these professional organizations

National Association of School Psychologist (NASP)

The National Association of School Psychologist (NASP) is the flagship organization and the largest counseling organization in the world with some 21,000 members. NASP represents and supports school psychology through leadership to enhance the mental health and educational competence of all children. National and state advocacy efforts influence policies affecting children's learning and development, such as regulation and implementation of IDEA 2004, and the expansion of school-based mental health services in the upcoming reauthorizations of Substance Abuse Mental Health Services Administration (SAMHSA) and NCLB. NASP also provides training, materials, and resources to NASP members and state associations designed to influence legislative policy and professional practices on the state and local levels. Student members benefit from receiving timely publications such as the *Communique* and *School Psychology*

Review and have the opportunity to attend professional growth and networking forums, such as annual conventions and summer conferences, at a reduced cost. The NASP web-site may be accessed at <http://www.nasponline.org> .

American Psychological Association (APA)

The American Psychological Association (APA) Division 16 - School Psychology is composed of scientific-practitioner psychologists whose major professional interests lie with children, families, and the schooling process. The Division represents the interests of psychologists engaged in the delivery of comprehensive psychological services to children, adolescents, and families in schools and other applied settings. The Division is dedicated to facilitating the professional practice of school psychology and actively advocates in domains, such as education and health care reform, which have significant implications for the practice of psychology with children. Members receive the journal *School Psychology Quarterly* and the quarterly newsletter *The School Psychologist*. The Division welcomes student members. Non-doctoral level school psychologists and practitioners are welcome to join the Division as Professional Affiliates. The APA web-site may be accessed at <http://www.apa.org/> .

New York Association of School Psychologists (NYASP)

The New York Association of School Psychologists (NYASP) is a non-profit organization whose membership includes school psychologists employed across the state in both public and private schools and agencies, as well as professors and students in graduate training programs. The association supports school psychologists' efforts to serve children, their families, and the school community by promoting psychological well-being, excellence in education, and sensitivity to diversity through best practices in school psychology. Student members benefit by receiving access to numerous professional resources and networking opportunities. The NASP web-site may be accessed at <http://www.nyasp.org> .

Western New York School Psychology Association (WNYSPA)

WNYSPA is a local school psychology association comprised of practitioners working in the WNY, Rochester, and Southern Tier areas. WNYSPA does not require formal membership (i.e., there are no membership fees), but provides a variety of informational services via workshops, luncheon conferences, and a listserv. Those interested in receiving workshop and conference notifications, as well as those interested in joining the WNYSPA listserv, are encouraged to visit www.wnyspa.net. Once at their web page, students may create their own profile, join the listserv, and request that their name be added to the WNYSPA mailing list. WNYSPA is a worthwhile organization that, aside from providing informational resources, serves as a strong means of establishing connections with local practitioners in the field.

Occupational Outlook for School Psychologists:

According to the U. S. Department of Labor, "...Employment of psychologists is expected to grow faster than average for all occupations through 2014, because of increased demand for psychological services in schools, hospitals, social service agencies, mental health centers, substance abuse treatment clinics, consulting firms, and private companies. Among the specialties in this field, school psychologists—especially those with a specialist degree or higher—may enjoy the best job opportunities. Growing awareness of how students' mental health and behavioral problems, such as bullying, affect learning is increasing demand for school psychologists to offer student counseling and mental health services." (U.S. Department of Labor, Bureau of Labor Statistics; <http://www.bls.gov/oco/ocos056.htm>).

Scholarly Journals

School psychology graduate students often must read articles in professional journals when they are writing APA style research papers and preparing portfolios. Students are encouraged to utilize professional association journals published by the National Association of School Psychologist (NASP), the American Psychological Association (APA) and other relevant peer-reviewed publications. There are numerous journals in the stacks at the NU library, and students can access others through EBSCOHOST. A list of some prominent journals in the field follows:

School Psychology Review

Journal of School Psychology

Psychology in the Schools

School Psychology Quarterly

School Psychology International

Journal of Applied School Psychology

Journal of Special Education

Developmental Psychology

Educational & Psychological Measurement

Journal of Positive Behavior Interventions

Journal of Autism & Developmental Disorders

Exceptional Children

Intervention in School & Clinic

Research in Developmental Disabilities

The Journal of Multicultural Development

Measurement and Evaluation in Counseling and Development

Related Mental Health Professions

While many divisions exist between the various mental health professions, the faculty of Niagara University's graduate counseling and school psychology programs emphasize the need for mutual respect. NU's graduate mental health programs (e.g., Mental Health Counseling, School Counseling and School Psychology) are committed to establishing working relationships with psychologists, social workers, psychiatrists, marriage and family therapists, etc.

Information about many related professions can be found on the following websites:

American Counseling Association (ACA) www.counseling.org

American School Counselor Association (ASCA) www.schoolcounselor.org

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP). www.cacrep.org

Guidelines for APA Style Papers

Grading papers is a subjective exercise in all academic ports of call, from the Ivy's to the truck driving institutes. Regardless, below are some helpful web-sites and general guidelines to be aware of when writing APA style papers.

The following are web-links that may prove helpful:

A Guide for Writing Research Papers

http://webster.comnet.edu/apa/apa_index.htm

A good site filled with information and examples.

APA Reference Style: Tightening Up Your Citations

<http://humanities.byu.edu/linguistics/Henrichsen/APA/APA01.htm>

Electronic Reference Formats Recommended by the American Psychological Association (<http://www.apastyle.org/elecrfef.htm>)

APA Style resources

<http://www.psychwww.com/resource.apacrib.htm>

Services and Facilities for Niagara University Graduate Students

The following are selected services for Niagara University Graduate Students. For a comprehensive list, see the Niagara University web-site (www.niagara.edu) or the *Niagara University Graduate Catalog*.

Campus Bookstore. (716) 286-8370: Students may purchase textbooks for their classes, plus supplies, & NU apparel. Hours of Operation: (Fall & Spring)
Monday: 9:00 AM -6:00 PM
Tuesday through Friday: 9:00 AM- 5:00 PM
Saturday: 10:00 AM- 2:00 PM

Counseling Services, Seton Hall-Lower Level, (716) 286-8536:

The Counseling services offices free, confidential counseling to all Niagara University students. Hours: Monday- Friday: 9:00 AM – 5:00 PM

Health Services: Butler Building, Butler Building, (716) 286-8390:

The Student Health Center provides health services six days a week. Health Services also provides information for required Immunization.

Student Identification Cards: Office of Information Technology, St. Vincent's Hall, Room 108. (716) 286-8366. Monday- Friday 8:30- 11:00 PM; Saturday & Sunday Noon-10:00 PM.

Kiernan Fitness and Recreation Center: (716) 286-8622: Students may use the Kiernan Center by displaying their student ID Card. Hours of operation: Monday- Friday: 11:00 AM -9:00 PM. Saturday: Because graduate students do not pay student fees to support Kiernan, the cost is \$3.00 per visit or \$80.00 per semester.

Media Resources: Dunlevy Hall, 1st floor. (716) 286-8470. media@niagara.edu. For videotaping “mock” counseling sessions.

Note: By Fall 2007 Counseling students may be able to use an in-house taping facility in the new College of Education building.

Niagara University Library (Holy Angels Library): (716) 286-8000:

www.niagara.edu/library. Hours: Monday- Thursday 8:00 AM- Midnight; Friday 8:00 AM- 8:00 PM; Sunday Noon-Midnight. The NU Library includes numerous services for graduate students, including professional journals, on-line access to other print and electronic resources and nearly 300,000 volumes of books. Your student ID is required to check out books and other resources.

Records Office: Gallagher-LL: (716) 286-8731. Hours: 8:30 AM -5:00 PM. The Records Office keeps official transcripts of all undergraduate graduate academic work at Niagara University. The Records Office also is the contact point for non-U.S. graduate students needing the I-20 Immigration form. *For the I-20 form contact Elizabeth Broomfield at (716) 286-8726.*

Specialized Support Services. Seton Hall, 1st floor. (716) 286-8076. Hours: Contact Diane Stolting, ds@niagara.edu. Student Support Services provides needed accommodations in accord with the Americans With Disabilities Act (ADA) and Section 504 of the U.S. Rehabilitation Code.

Technology/Computers: Office of Information Technology. St. Vincent's Hall. (716) 286- 8040. Hours: Monday- Thursday 9:00 AM-11:00 PM; Friday 9:00 AM-5:00 PM; Saturday Noon-5:00 PM; Sunday 2:00 -10:00 PM. Note: The IT Office is also where graduate students can get their student I.D.'s made.

Gallagher Snack Espresso bar. Gallagher Hall-lower Level: Gallagher-LL serves as the de facto student union, where students can eat, watch TV, pay video games, study, use the internet, etc. Hours of operation are generally 9:00 am- 9:00 pm, Monday-Friday.