

(DRAFT 8/25/09)

**Proposal to Change the Terminal Degree
Awarded in School Psychology from
Certificate of Advanced Graduate Study (C.A.G.S.)
to Educational Specialist (Ed.S.)**

APPENDICES

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APPENDICES

Appendix A: Curricula from Other Ed.S. Programs Nationally

University of Alabama Educational Specialist

Ed.S. 69 credits awarded after 1200 hour internship

M.A. 33 credits awarded after first 2 years of program

The Ed.S. degree, titled the Ed.S. in Educational Psychology-School Psychology, is designed to prepare the student to be a practitioner of school psychology. The primary goal of the program is to provide a strong foundation in practice. There is a generalist approach to practice with no specializations. The student who receives the Ed. S. degree in the School Psychology Program is most likely to be employed as a school psychologist in public and private schools as well as other educational facilities, where they provide a variety of data-based decision making, assessment, consultation, intervention, and program planning services for children, youth, families, and teachers. The Ed. S. Program is approved by the National Association of School Psychologists.

University of South Florida The Ed.S. Curriculum

From the College's perspective, the Ed.S. program consists of a minimum of 36 semester hours beyond the master's degree. These credit hours are distributed as follows:

Specialization Coursework: 25-27 Credit Hours

SPS 6971 Thesis (Project): 9 Credit Hours

From the School Psychology Program's perspective, the Ed.S. program is an integrated program consisting of approximately 92 semester hours (post-B.A.) across a number of theoretical, professional, and support areas.

University of Florida EdS Sequence of Study

SPP courses reflect an integrated and sequential program of study, thus they must be taken in a specific sequence. Practica form an integral and essential component of professional training. Because practica in the SPP provide opportunities for students to practice, under supervision, the application of knowledge and specific skills taught in a particular course, specific practicum must be taken each semester in the program. Students are advised to carefully select courses required by the SPP, but not taught by the SPP faculty (e.g., statistics and research methods, foundations courses). The SPP courses

are listed below by semester. A minimum of 12 graduate hours is required by the Graduate School for full-time enrollment during the fall and spring semesters for students not on appointment. Specialist students are awarded an EdS degree upon completion of all program requirements. A Master's degree is not awarded to students completing the specialist program.

First Year

Fall Semester

Course Number	Course Name	Credits
SPS 6052	Issues and Problems in School Psychology	3
SPS 6410	Direct Interventions I: Applied Behavior Analysis	3
SPS 6913	Assessment & Interventions for Diverse Learners	3
SPS 6941	Practicum	3

Spring Semester

Course Number	Course Name	Credits
SPS 6191	Psychoeducational Assessment I: Cognitive	3
SPS 6941	Practicum	3
EDF 6403	Quantitative Foundations of Educational Research	6
	Selected course in Social Psychology	3

Summer Semester

Course Number	Course Name	Credits
EDF 6938	Developmental Psychopathology	3
	Selected course in Human Development or Learning	3
	Selected course Educational Foundations	3

Second Year

Fall Semester

Course Number	Course Name	Credits
SPS 6192	Psychoeducational Assessment II: Social/Emotional	3
SPS 6707	Direct Interventions II: CBT Approaches	3
SPS 6942	Practicum	3
SPS 6815	Ethics and Law	3

Spring Semester

Course Number	Course Name	Credits
SPS 6197	Psychoeducational Assessment III: Learning Disabilities	3
SPS 6708	Direct Interventions III: System Level Interventions	3
SPS 7205	School Consultation	3
SPS 6942	Practicum	3

Summer Semester

Course Number	Course Name	Credits
	Selected course in Human Development or Learning	3
	Supervised Research	3

Third Year

Fall Semester

Course Number	Course Name	Credits
SPS 7949	Internship in School Psychology	6
SPS 7931	Internship Seminar in School Psychology	1

Spring Semester

Course Number	Course Name	Credits
SPS 7949	Internship in School Psychology	6
SPS 7931	Internship Seminar in School Psychology	1

Note: Careful selection of non-SPP courses will allow students to complete the program in the prescribed time. Keep in mind that SPP courses are offered only once per year and must be taken in the prescribed sequence.

Loyola University of Chicago EdS Degree Requirements

Total Hours: 66

Practicum: Required

Comprehensive: Two Portfolios

Thesis: None

Coursework (66 semester hours)

Psychological Foundations (12 semester hours)

- * CIEP 451 - Psychology of Learning
- * CPSY 454 - Human Development: Implications for Education
- * CPSY 413- Psychopathology: Children and Adolescents
- * CIEP 484 - Biological Foundations of Behavior in School

Diversity (3 semester hours)

- * CPSY 433 - Counseling Special Populations

Data Based Decision Making and Assessment (15 semester hours)

- * CIEP 419 - Data Based Decision Making - School Wide Applications
- * CIEP 477 - Academic Assessments and Interventions
- * CIEP 480 - Assessment of School Age Children and Adults
- * CIEP 481 - Assessment of Infants and Preschool Children
- * CIEP 482 - Personality Assessment

Intervention (6 semester hours)

- * CPSY 423 - Theories of Counseling and Psychotherapy
- * CIEP 485 - Social, Emotional, Behavioral Assessments and Interventions

Consultation (9 semester hours)

- * CIEP 479 - School-Based Consultation
- * CIEP 525 - Leading for Social Justice
- * CIEP 545 - Advanced Systems Consultation OR
CIEP 557 - Seminar in Learning Theory and Teaching OR
CIEP 544 - Crisis Intervention and Prevention

Statistics and Research Design (3 semester hours)

- * RMTD 400 - Research Methods

Professional School Psychology (6 semester hours)

- * CIEP 462 - Seminar in Professional School Psychology
- * CIEP 410 - Legal Issues: Educational Disabilities

FIELD-BASED EXPERIENCES:

In order to be approved for the field-based experiences in the school psychology program, all core program courses must be passed with a grade of "B" or better. To be approved for the internship, the practicum courses must be passed with a grade of "B" or better.

Practicum (6 semester hours)

- * CIEP 461 - Practicum in School Psychology I
- * CIEP 463 - Practicum in School Psychology II

The practicum experience consists of working in a school district two days a week for a full school year under the direct supervision of an experienced certified school psychologist. The practicum cannot be completed in the candidate's current place of employment. The practicum courses are taken after specific prerequisites are completed during the year prior to the internship.

Prerequisites for practicum courses are:

- * CIEP 410 - Legal Issues: Educational Disabilities
- * CIEP 419 - Data Based Decision Making
- * CPSY 423 - Theories of Counseling and Psychotherapy
- * CIEP 462 - Seminar in Professional School Psychology
- * CIEP 477 - Academic Assessments and Interventions
- * CIEP 480 - Assessment of School Age Children and Adult
- * CIEP 482 - Personality Assessment
- * Or approval for the master's degree in educational psychology

Internship (6 semester hours)

- * CIEP 486 - Internship in School Psychology

The internship experience is a full school-year experience working in a school district under the direct supervision of an experienced certified school psychologist (1200 hours).

The internship is taken after the coursework has been completed, typically during the third year of study.

Comprehensive

Two Portfolio Comprehensive Examinations are required – M.Ed. portion in year one and Ed.S. portion in year three.

University of Cincinnati Specialist Level Program Content

The University of Cincinnati prepares students at two levels in school psychology. The first level is reflected in the Specialist-level (Ed.S.) Program which includes 2 years of full-time study followed by a 10-month (1500 clock hour), full-time, supervised internship in a school setting. Students complete a masters degree in the course of this 3-year program. This specialist-level preparation leads to Ohio Department of Education licensure in school psychology in Ohio. It also meets training requirements for National Certification in School Psychology administered through the National Association of School Psychologists and consistent with these national standards, meets licensure requirements for many other states. When supplemented by the required post-certification experiences in school psychology, the Specialist-Level Program meets the eligibility requirements for entrance to the Ohio State Board of Psychology licensing examination in school psychology.

Specialist-Level Curriculum Sequence

Students are admitted in cohorts for full-time study and complete all school psychology courses in sequence. Some other requirements (e.g., statistics, diversity, special education) are taken at recommended times. Remaining foundation area requirements may be taken during any quarter. All students admitted to graduate study in school psychology must meet these requirements before beginning a 1500-hour internship.

Curriculum Sequence

Year I

Overview: Orientation to the profession of school psychology and to the Program training model; mastery of foundations for professional practice, especially behavioral foundations. The Masters Degree (M.Ed.) is awarded upon successful completion of all curricular requirements through Spring Quarter and the Masters Comprehensive Examination.

Quarter	Course	Hours
Autumn		
18PSYC721	Externship in School Psychology	4
18PSYC725	Role and Function of School Psychologist	3

18PSYC860	Applied Behavior Analysis	3
18EDFN792	Cultural Diversity and Mental Health Elective	3

Winter

18PSYC842	Academic Assessment	3
18PSYC861	Found. in Soc. Assessment and Intervention	3
	Electives	9

(Intermediate Statistics and other foundation areas recommended to be taken here)

Spring

18PSYC810	Developmental Psychopathology	3
18PSYC840	Theories of Measurement for School Psychology	3
18PSYC862	Academic Interventions	3
18SPED600	Challenging Learner in Society	3
	Elective	3

Quarter To Be Determined

18PSYC730	Legal and Ethical Issues	3
18PSYC841	Introduction to Intellectual Assessment	3
18PSYC815	Social Cognitive Theory and Intervention	3
18PSYC850	Assessment and Intervention for Early Childhood	3

Year 2 Overview : Development of competencies for professional practice; integration of knowledge and skills across courses; emphasis on application and development of Professional Practice Portfolio (submitted in Spring Quarter to demonstrate competency for Internship).

Autumn

18PSYC805	Behavioral Research and Accountability Methods	3
18PSYC821	School Psychology Practicum I	4
18PSYC851	Family Intervention	3
18PSYC872	Consultation I	3
	Elective	3

Winter

18PSYC822	School Psychology Practicum II	5
18PSYC843	Functional Assessment	3
18PSYC852	School-based Behavioral Counseling Groups	3
18PSYC873	Consultation II	3
	Elective	3

Spring

18PSYC823	School Psychology Practicum III	5
18PSYC874	Consultation III	3
	Electives	4-6

Quarter To Be Determined

18PSYC877	Critical Examination of Professional Practice	3
18PSYC864	School-Based Mental Health Interventions	3
18PSYC863	Social and Behavioral Interventions	3
	Elective	3

Year 3

Overview: Supervised full-time (10 month, 1500 hours) school-based Internship focusing on integration and application practice within Program training model; continued development of personal model, professional development and sharing; preparation for profession (licensure, national examination, job seeking, interviewing). The Specialist Degree (Ed.S.) is awarded upon successful completion of all remaining curricular and internship requirements and demonstrating competency of all Program requirements as evidenced in the Professional Practice Portfolio.

Lehigh University Degrees Offered - Ed.S.

The Ed.S. program in School Psychology at Lehigh University is fully approved by the National Association of School Psychologists.

The primary objective of the Educational Specialist (Ed.S.) program in School Psychology is to train individuals who wish to become school-based practitioners. Although students are expected to become effective consumers of research, it is not required that these students acquire skills to conduct significant research investigations. Individuals completing the program attain competencies making them eligible for careers in public or private school settings.

The Ed.S. program results in both the degree and certification as a school psychologist in Pennsylvania, as well as eligibility for the NCSP credential awarded by NASP.

Courses Offered -- Ed.S.

The Educational Specialist (Ed.S.) program in School Psychology trains individuals to become school-based practitioners. It is not required that these students acquire skills to conduct significant research investigations. Individuals completing the program attain competencies making them eligible for careers in public or private school settings. The Ed.S. program results in both the degree and certification as a school psychologist in Pennsylvania, as well as eligibility for the NCSP credential awarded by NASP. ED.S. Program in School Psychology and Certification as a School Psychologist (66 hours):

Research Core (6 hours)

Educ 403-Research (3), or SchP 434-Applied Research Practicum (3)

Educ 408-Introduction to Statistics (3), or Educ 409-Analysis of Experimental Data (3)

Psychological Foundation Core (12 hours)

Psyc 474-Psychological Development in Childhood (3), or Psyc 402-Developmental Psychology (3)

Psyc 451-Theories of Learning (3), or Psyc 403-Cognitive Psychology (3)

Psyc 486-Seminar in Clinical Psychopharmacology (3), or Psyc 404-Biopsychology (3)

CPsy 471-Diversity and Multicultural Perspectives (3) [Required]

Counseling Psychology (3-9 hours)

Approved Electives:

CPsy 439 Theory and Practice of Group Counseling (3)

CPsy 440 Introduction to Family Counseling (3)

CPsy 442 Counseling & Therapeutic Approaches (3)

CPsy 445 Elementary School Guidance (3)

CPsy 462 Assessment of Personality (3)

CPsy 474 Pre-Practicum I (3)

CPsy 480 Practicum (3)

Others by advisor approval

Special Education (3-9 hours)

Approved Electives:

Educ 343 The Disadvantaged Student (3)

Psyc 352 Emotional & Behavior Disorders in Children (3)

SpEd 332 Education and Inclusion of Individuals with Special Needs (3)

SpEd 333 Physical handicaps and Developmental Disabilities (3)

SpEd 339 Design and Instruction of Individuals with Learning Disabilities (3)

SpEd 418 Life Skills and Transition Strategies (3)

SpEd 419 Academic and Curricular Strategies for Individuals with Disabilities (3)

SpEd 428 Positive Behavioral Support (3)

SpEd 452 Assessment and Planning with Individuals with Disabilities (3)

SpEd 465 Advanced Methods for Inclusion (3)

SchP 429 Specialized Practicum in School Psychology (up to 6)

Others by advisor approval

Professional School Psychology Core (36 hours)

SchP 402 Applied Behavior Analysis (3)

SchP 404 Historical & Contemporary Issues in School Psychology (3)

SchP 407 Crisis Management in the Schools (3)

SchP 412 Consultation Procedures (2)

SchP 422 Assessment of Intelligence (3)

- SchP 423 Behavioral Assessment (3)
- SchP 425 Assessment & Intervention in Educational Consultation (3)
- SchP 426 Advanced Family & School Interventions (3)
- SchP 427 Standardized Tests and Measurements (3)
- SchP 431 Practicum in Consultation Procedures (1)
- SchP 432 Practicum in Assessment of Intelligence (1)
- SchP 433 Practicum in Behavioral Assessment (1)
- SchP 435 Practicum in Assessment & Intervention in Educational Consultation (1)

Michigan State University Educational Specialist Degree Information

The Educational Specialist Program prepares individuals to work as school psychologists in school settings and leads to Michigan certification as a School Psychologist. The program includes a planned sequence of coursework in educational psychology and supporting disciplines, complemented by practica and internship experiences. The scope and sequence of the Ed.S. Program is aligned with NASP standards and we are in the process of applying for NASP approval for the Ed.S. Program.

The program includes a minimum of 60 semester credits beyond the bachelor's degree. Students who have earned a master's degree in a related area (which includes prerequisites to the internship) at an approved institution within the last five years must take a minimum of 30 credits beyond the master's degree.

Students typically take 30 semester credits in the major area of School Psychology, 12 semester credits in related disciplines (usually psychology, counseling, education, or family and child ecology), 9 hours in one or more areas of education other than the major area, and 12 credits in practica and internship. The maximum required credits would be in the 60-63 hour range depending on the student's choice of specific elective courses.

Ed.S. Coursework and Requirements

1. Courses in School Psychology. Students complete several core courses in school psychology, including:
 - professional issues in school psychology (CEP 884)
 - intellectual assessment (CEP 880)
 - personality/ social-emotional assessment (CEP 881)
 - psychoeducational assessment and intervention (CEP 886 and CEP 887)
 - consultation (CEP 889)
 - classroom management/discipline (CEP 883)
 - behavior disorders (CEP 885)
 - child psychotherapy (CEP 888)
 - school-based psychological interventions (CEP 918)

All of the courses in this area have practicum experiences infused with the course requirements.

2. Courses in Educational Psychology. Students are also expected to acquire important foundational knowledge in learning, development, research, measurement, and assessment. Required courses include:

cognitive development (CEP 903)
social/emotional development (CEP 904)
educational inquiry/research (CEP 822 or CEP 930)
learning (CEP 902 or equivalent)
3. Courses in Related Areas. Students also complete two electives, one of which must be selected from family offerings in the Department of Family and Child Ecology.
4. Practicum and Internship. In addition to the course requirements and practicum experiences infused in selected, required courses, candidates for the specialist degree in School Psychology also complete 7 credits of Practicum (CEP 894B) across their second year and a 1200 hour Internship (CEP 893B) in approved settings. At least 600 of the 1200 Internship hours must be completed in a school setting.
5. Comprehensive Exam. All students are required to pass a comprehensive examination administered according to department policy. This exam is case-based and covers principles of measurement, individual assessment, consultation, behavior disorders in children, educational disabilities, and interventions.
6. Residency Requirement. Students are also required to complete a residency requirement of at least 6 credits for two consecutive semesters. All requirements must be completed within five calendar years from the time that the student first enrolls. Credit will not be allowed for courses taken more than five years prior to the granting of the degree.

University of Kentucky Educational Specialist (Ed.S.)

The Educational Specialist program is a three-year program with two years of coursework on campus and a yearlong internship. In the Ed.S. Program, students typically earn a Master of Science (MS) Degree after the first year of coursework. Students with a master's degree may transfer in credit, but they must meet the same overall requirements. The Ed. S. program is fully accredited by the National Association of School Psychologists (NASP) and the National Council for Accreditation in Teacher Education (NCATE). Graduates of the Ed.S. program are eligible for certification as a school psychologist in the state of Kentucky and should meet certification standards in most other states. Program completion also partially fulfills requirements for certification

as a Psychological Associate by the Kentucky Board of Psychology. The program is fully described in the Ed.S. Handbook as a Word2000 file.

I. Graduate Degree/Certification Requirements

A. BASIC CORE - 30 Credit Hours

1. Psychological Foundations - 12 Credit Hours

Human Development Selection (3 hrs)

EDP 600 Human Development
EDP 601 Human Social Development
EDP 603 Human Cognitive Development
PSY Elective-specify_____

Human Learning Selection (3 hrs)

EDP 610 Theory of Learning
EDP 611 Human Cognitive Learning
EDP 614 Motivation
PSY Elective-specify_____

Personality/Social Selection (3 hrs)

EDP 613 Social Psychological Aspects of Education
PSY 548 Applied Social Psychology (if not taken as an undergraduate)
PSY Elective-specify_____

Psychopathology/Diagnosis (3hrs)

EDP 669 Diagnostic Classification in School Psychology

2. Educational Foundations- 9 Credit Hours

Curriculum/Reading Selection (3 hrs)

EDC 641 Research in Reading
EDC 619 Assessment of Reading
EDC 732 Princ. of Curriculum Construction

Multicultural Education Selection (3 hrs)

EDC 550 Education in a Culturally Diverse Society
EPE 665 Education and Culture

Education of Exceptional Children Selection (3 hrs)

EDS 600 Survey of Special Education
EDS 601 Behavior Management of Exceptional Children
EDS 611 Remediation of Learning Disabilities
EDS Elective_____

3. Research, Evaluation, and Statistics - 9 Credit Hours

EDP 557 Educational Statistics
EDP 656 Methods of Educational Research
EDP 660 Research Design & Analysis
EDP 782 Independent Study in EDP (1-3 credits)

Electives from other university departments (STAT, SOC, PSY, EPE, EDS, BSC, College of Public Health) with approval of advisor
Elective in Research Design/Advanced Statistics _____

B. SPECIALIZATION CORE - 42 Credit Hours

1. Professional Identity - 6 Credit Hours

EDP 570 Introduction to Psychological Services in the Schools
EDP 776 Seminar in School Psychology: Legal & Ethical Issues

2. Psychoeducational Assessment & Intervention - 21 Credit Hours

EDP 640 Individual Cognitive Assessment
EDP 642 Individual Personality Assessment
EDP 670 Psychoeducational Strategies of Intervention
EDP 671 Seminar in Consultation
EDP 605 Introduction to Counseling: Techniques I
EDP 776 Psychoeducational. Assessment
Counseling Elective---selected with advisor.

3. Supervised Experience Component - 15 Credit Hours

EDP 675 Practicum in School Psychology (6)
EDP 708 Internship in School Psychology (6)
Transfer-specify _____

(Indicate date completed after each course selected)

TOTAL CREDIT HOURS = 72

Appendix B: Field Placement Handbooks

School Psychology Program Pre-practicum Handbook

To the Student:

This handbook is intended to address some initial questions you may have regarding field placements. It directs you to a number of forms you will use to document your pre-practicum. Please become familiar with these forms since they will play an important part in your application for certification. If you have any questions that the handbook does not address, please contact Steven Luz-Alterman, Coordinator of Field Placements.

To the Supervising Practitioner:

This handbook is intended to familiarize you with field-based training policies and procedures. It contains a number of forms that you will complete with your student. To receive your stipend, complete and mail or fax the Supervising Practitioner Invoice and IRS Form W-9 by May 31st. All forms are available at <http://ase.tufts.edu/education/genInfo/forms.asp>. Please send completed forms to the University Supervisor by the due date. You may return them via your student, by fax (617-627-3901), or mail them to:

Tufts University, Department of Education
Attn: Pre-practicum Supervisor
Paige Hall
Medford, MA 02155

If you have any questions regarding field placements or the material in this handbook, please contact Steven Luz-Alterman at (617) 627-2390 or steven.luz-alterman@tufts.edu.

To download the forms in this handbook, visit
<http://ase.tufts.edu/education/genInfo/forms.asp>

Checklist for Pre-practicum

- Pre-practicum Agreement
(Due October 15)
- Supervising Practitioner Information Form
(Due October 15)
- Mid-year Evaluation
(Due January 15)
- Year-end Evaluation
(Due June 1)
- Field Placement Log
(Due end of pre-practicum)
- Student Evaluation of Pre-practicum
(Due end of pre-practicum)
- Approval for Practicum
(Due at year-end meeting with advisor)
- Supervising Practitioner Invoice
(Email or fax by May 31)
- IRS Form W-9

(Mail or fax to Department of Education [not Accounts Payable] by May 31)

Return all forms via email or regular mail to:

Tufts University, Department of Education
Attn: Pre-practicum Supervisor
Paige Hall
Medford, MA 02155

INTRODUCTION

The Tufts University School Psychology Program is committed to training students to provide high quality psychological services in educational settings. Toward this end, our curriculum revolves around basic course work in psychological and educational foundations, as well as the development of skills in assessment, intervention, consultation, and research. Academic instruction is carefully integrated with a minimum of 1950 hours of field-based experience over the three years of the program. These field experiences are a central component of the training students receive and allow students to apply acquired knowledge and professional skills in a field-based setting.

The sequence of field-based experiences is designed as a primary vehicle for the implementation of problem solving practices throughout the three years of the program. Field sites are seen as a key arena where academic learning, careful observation, and critical thinking interface to produce a developing knowledge base in school psychology. Field experiences are carefully sequenced to maximize their integration with academic course work, and to meet the teaching and learning objectives of the program. These specific objectives, as outlined below, are designed to meet the overall goal of proficiency in problem solving practices. To achieve this goal, students will demonstrate:

- Competence in addressing the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disabilities.
- Competence in using problem solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.
- Proficient skills in the areas of assessment, collaborative problem solving, prevention, mental health counseling, behavioral intervention, and consultation that is culturally informed.
- Competence in evaluating research evidence (from the professional literature and from their own practice) for intervention planning, program development, and evaluation, with an awareness of the social and political context of all research activity.
- Competence in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.
- Integration of coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school based problems.

FIELD EXPERIENCES

Pre-practicum

In the first year, students complete a one day per week pre-practicum in a school setting supervised by a licensed school psychologist. The purpose of the pre-practicum is to expose students to the culture and operation of schools, and to familiarize them with the roles and functions of a school psychologist. This is accomplished gradually over the course of the year. Initially, students “shadow” their Supervising Practitioner as they perform their daily activities. Thus, students may observe classrooms, team meetings, parent conferences, teacher consultations, individual assessments, group and individual counseling, and administrative meetings. In conjunction with these observational activities, students may be asked to complete class related assignments in their introductory assessment courses. Facilitation of these assignments by the Supervising Practitioner is greatly appreciated. After approximately ten to twelve weeks of observation, students begin to participate more directly as deemed appropriate by the Supervising Practitioner. As the year proceeds and the student’s abilities develop further, they begin to function somewhat more independently. For example, students might co-lead a group with a supervisor, perform assessments with non-referred clients, or begin an individual counseling case. Over the course of the year, students spend a minimum of 150 hours at the pre-practicum site.

The pre-practicum offers students the opportunity to master basic skills in observation, assessment, and intervention in a manner that is closely coordinated with coursework. In conjunction with the field-based experience, students participate in a weekly pre-practicum seminar (ED 221: First Year Seminar in School Psychology Practice) at the university focused upon culturally competent practice. Students meet in groups for one hour each week. The pre-practicum seminar is a lab component of the first year pre-practicum courses in assessment, intervention, educational psychology, and human exceptionalities. The purpose of the pre-practicum seminar is to monitor student’s progress as they begin to develop a knowledge base in school psychology by applying problem solving practices to their experiences in the field. Close contact is maintained between the Supervising Practitioner and the university pre-practicum supervisor to monitor student progress. Upon completion of the 150 hour pre-practicum and twelve courses, students are awarded the masters degree.

Practicum

During the second year of the program, students enroll in ED 231-232: Practicum in School Psychology. The practicum requires a minimum of 600 hours in a school setting under the supervision of a licensed school psychologist. Students are at their field site on Monday, Wednesday, and Friday for approximately 20 hours per week from September through the end of the school year. When students begin the practicum, they

will have completed 12-13 courses in theory and practice, as well as having accumulated at least 150 hours of supervised pre-practicum experience.

The aim of the practicum is for students increasingly to perform the roles and functions of a school psychologist as they further develop skills in assessment, intervention, and consultation under careful supervision. Students are exposed to both regular and special education settings, and are expected to develop an awareness of the special needs of persons with exceptionalities. Every effort is made for students to have experiences with children of different racial, linguistic, cultural, and socioeconomic backgrounds.

The practicum is completed in conjunction with ongoing coursework in assessment, intervention, consultation, human exceptionalities, behavior management, professional issues, and childhood emotional disorders. All practicum students are supervised concurrently at the university in small groups for one hour per week and in their field sites for 1-2 hours per week. The practicum also familiarizes students with the roles, responsibilities, and functions of other pupil service personnel, and orients students to the organization and operation of multidisciplinary teams and schools.

Internship

In the third year, students enroll in ED 257-258: Internship in School Psychology. This course is a 1200 hour full-time internship, which is typically completed in a school setting under the supervision of a licensed school psychologist. However, 600 hours of the internship may be completed in a clinical setting under the supervision of an appropriately licensed psychologist. The internship is seen as a capstone experience during which the intern begins to function independently as a school psychologist as he or she demonstrates increasing competency in assessment, intervention, and consultation over a wide range of situations.

Internship sites must be approved the faculty of the School Psychology Program. Approval is contingent upon the sites' capacity adequately to provide the full range of experiences necessary to meet the Program's training objectives for interns. The professional learning plan for interns is a means by which the intern, field supervisor, and university supervisor collaboratively can determine and monitor the intern's training goals. These training goals are clearly established prior to the beginning of the internship year. Progress toward achieving the training goals is assessed at the mid-year and year-end site visits. Each of the three site visits during the internship year includes the intern, the supervising practitioner, and the university supervisor (or designate). The professional learning plan also provides the basis for the intern's evaluation of the training experience. Upon completion of the internship and the third year of the program, students will be awarded the C.A.G.S. and be eligible for the initial license as a school psychologist in Massachusetts. Students must meet all other provisions established by the Department of Elementary and Secondary Education for licensure including, but not limited to, passing a physical examination.

**MASSACHUSETTS DEPARTMENT OF EDUCATION
LICENSURE REQUIREMENTS (603 CMR)**

To: Supervising Practitioners and
Candidates for School Psychology Licensure

Subject: Amended Regulations for Licensure as a School Psychologist
(Effective April 26, 2005)

SCHOOL PSYCHOLOGIST (Levels: All)

1) Initial License

- a) Completion of a master's degree or higher in school psychology from a program approved by the National Association of School Psychologists (NASP).
- b) Completion of an advanced practicum of 1200 hours, 600 of which must be in a school setting.
- c) Passing score on the communication and literacy skills test.

2) Professional License

- a) Possession of an Initial License.
- b) Three years of employment as a School Psychologist.
- c) Completion of one of the following:
 - a. Passing score on the National School Psychology examination.
 - b. Achievement and maintenance of a certificate or license from one of the following:
 - a) The Massachusetts Board of Allied Mental Health Professionals, as an educational psychologist.
 - b) The National Association of School Psychologists, as a school psychologist.

NOTE: The School Psychology License is renewable every five years.

PROFESSIONAL WORK CHARACTERISTICS

The National Association of School Psychologists has identified six professional work characteristics that are essential to becoming an effective school psychologist. Evaluations of these professional work characteristics are also part of the requirements for becoming a Nationally Certified School Psychologist (NCSP). These professional work characteristics are:

- 1) Respect for human diversity
- 2) Effective communication skills
- 3) Effective interpersonal relations
- 4) Ethical responsibility
- 5) Adaptability
- 6) Initiative and dependability

At the end of each term, all students' progress in the program is routinely reviewed by the full faculty. As part of this review, the professional work characteristics are considered as demonstrated in both the classroom and the field site. Finally, when applying for the NCSP credential, the program director must attest to your competency in these areas based upon input from the faculty and the field site.

FOUR STEP PROBLEM SOLVER MODEL

1) Problem Identification/Clarification

- operationally define referral problem
- preliminary data collection to verify problem
- generate hypotheses
- specify goals

2) Problem Analysis, Planning and Development

- fully investigate referral problem
- collect data to assess hypotheses
- develop interventions from confirmed hypotheses

3) Implementation/Intervention

- prepare setting
- determine criteria for successful outcome
- data collection planned to evaluate outcome
- implement the intervention
- revise or adapt the intervention

4) Evaluation, Outcome Determination and Dissemination

- evaluate goals and hypotheses
- evaluate intervention
- communicate outcome

THE PRE-PRACTICUM GUIDELINES FOR FIELD PLACEMENTS

The Tufts University School Psychology Program emphasizes the importance of field-based training as its mission to train competent and effective school psychologists. Successful field-based experiences are essential in achieving the specific training objectives of the program, as described in the Introduction of this handbook.

With these objectives in mind, each year of field-based training aims to accomplish certain goals. The first year pre-practicum involves a minimum of 150 hours in a school setting under the supervision of a school psychologist. The overall aim of the pre-practicum is to introduce students to the roles and functions of the school psychologist within the school setting. Concurrently, the student is gradually acquiring the beginning skills and developing the professional knowledge base necessary to perform these roles and functions. Thus, the pre-practicum is closely coordinated with the following courses that are taken during the first year of the program:

ED 142	Education of the Exceptional Child
ED 230	Foundations of Learning, Cognition and Academic Intervention
ED 237	Common Factors in Counseling: Evidence-Based Approaches to Building Strong Relationships
ED 241	Foundations and Contemporary Practices in Psychoeducational Assessment
ED 243	Assessment of Cognitive Abilities
ED 245	Social and Emotional Development in Childhood and Adolescence
ED 249	Issues in Multicultural Theory, Research and Practice in Schools
ED 252	Group Dynamics in Educational Settings
ED 253	Biological Bases of Behavior
ED 255	Professional Practice, Ethics and the Law in School Psychology

For some of these courses, students are given assignments that are to be completed at the pre-practicum site, where appropriate. Examples of this might include tutoring a special needs student, observing an individual or group counseling session, and administering an assessment instrument. Supervising Practitioners are given a timeline at the beginning of each semester that is intended to serve as a guide in helping the student to plan activities and complete the necessary assignments.

Students enroll in ED 221 entitled First Year Seminar in School Psychology Practice. The pre-practicum seminar meets for one hour per week throughout the year and is the laboratory component of the pre-practicum related courses. The purpose of the seminar is to facilitate the integration of the field-based pre-practicum experience with classroom learning, with an additional focus on the development of culturally competent practice.

Recommended Activities for the Pre-practicum

The program conceptualizes the pre-practicum experience as an opportunity to familiarize the student with the practice of school psychology as the student begins to acquire the skills and knowledge necessary for professional competence. The beginning part of the year primarily involves observation of the Supervising Practitioner in their daily activities as a school psychologist.

Suggested activities for observation might include:

- a) regular and special education classrooms
- b) the Supervising Practitioner administering assessment instruments
- c) the Supervising Practitioner in consultations with school personnel, parents, and students
- d) an I.E.P. meeting
- e) a school building level committee meeting

In addition:

- f) students should become familiar with the information found in school records
- g) students should become familiar with the referral process

These activities allow students to observe some key aspects of the practice of school psychology at the beginning of their program. Before the middle of the year students should begin to apply their developing skills and knowledge while being observed by their Supervising Practitioner.

During this time, students might:

- a) administer an academic achievement test
- b) co-lead a group with their Supervising Practitioner
- c) support a teacher in classroom based measurement of student learning and progress monitoring
- d) share systematic observation data with a classroom teacher
- e) participate in a TEAM meeting
- f) become familiar with different types of assessment, i.e., speech, language, reading

By the end of the year, as deemed appropriate by the Supervising Practitioner, students can begin to function more independently in preparation for the practicum. At this time, students might be prepared to:

- a) complete a cognitive assessment (referred or non-referred)
- b) counsel an individual child
- c) lead a group
- d) tutor a special needs child

In sum, the pre-practicum experience is intended to familiarize students with the practice of school psychology, while providing them with the opportunity gradually to

apply their developing knowledge and skills with increasing autonomy in preparation for the second year practicum.

Supervision

All pre-practicum students are closely supervised, both in the field and at the university. Supervising Practitioners must possess the necessary background, training, and credentials appropriate to supervising pre-practicum activities. Minimally, this involves licensure in Massachusetts as a school psychologist and at least one year of employment at the field site. Program faculty members are responsible for providing appropriate orientation to Supervising Practitioners unfamiliar with the Tufts Program.

There is no formal requirement for weekly hours of supervision of pre-practicum students. However, individual supervision, small group supervision, supervisory seminars, or other training opportunities are strongly encouraged. Responsibility for the supervision of any work with school students lies with the Supervising Practitioner. No more than two pre-practicum students may be assigned to a single Supervising Practitioner. In recognition of their professional commitment, Supervising Practitioners receive a \$250 stipend per pre-practicum student per year, and one course voucher per student upon completion of the training year. **To receive your stipend, please complete and return the Supervising Practitioner Invoice and Form W-9 by May 31st.**

In addition to the Supervising Practitioner, each student is assigned a university supervisor. The university supervisor is a member of the faculty who is a licensed psychologist and/or a licensed school psychologist. For pre-practicum students, university based supervision is the weekly pre-practicum seminar. Concurrent with the field-based pre-practicum, students meet in small groups for one hour each week. The pre-practicum seminar is a lab component of the first year curriculum. The purpose of the pre-practicum seminar is to monitor student progress as they begin to develop a knowledge base in school psychology through integrating course material with the student's practical experience at the field site. The University Supervisor maintains contact with the Supervising Practitioner as needed throughout the training year, and will visit the site on one occasion to meet with the student and the Supervising Practitioner.

Evaluation

Written evaluations of student progress will be completed by the Supervising Practitioner at the middle and end of the training year. At the end of the pre-practicum year, students present their first year portfolio focused upon culturally competent practice to the full faculty, and meet individually with their adviser to receive approval to proceed to the second year practicum. At this meeting, the student and advisor determine that all first year coursework has been completed, assess progress in skill development, and review the student's developing portfolio. This review is an opportunity for students to demonstrate their initial progress toward achieving the six training objectives of the program, and to formulate goals for the second year practicum. If a student is not approved for the practicum, that student will receive a written plan for remedying existing deficiencies.

School Psychology Program Practicum Handbook

To the Student:

This handbook is intended to address some initial questions you may have regarding field placements. It directs you to a number of forms you will use throughout the program. Please become familiar with these forms since they will play an important part in your application for certification. If you have any questions that the handbook does not address, please contact Steven Luz-Alterman, Coordinator of Field Placements.

To the Supervising Practitioner:

This handbook is intended to familiarize you with field-based training policies and procedures. It contains a number of forms that you will complete for your student. To receive your stipend, complete and mail or fax the Supervising Practitioner Invoice and IRS Form W-9 by May 31st. All forms are available at <http://ase.tufts.edu/education/genInfo/forms.asp>. Please send completed forms to the University Supervisor by the due date. You may return them via your student, by fax (617-627-3901), or mail them to:

Tufts University, Department of Education
Attn: Practicum Supervisor
Paige Hall
Medford, MA 02155

If you have any questions regarding field placements or the material in this handbook, please contact Steven Luz-Alterman at (617) 627-2390 or steven.luz-alterman@tufts.edu.

Checklist for Practicum

- Practicum Agreement
(Due September 15)
- Supervising Practitioner Information Form
(Due October 15)
- Pre-Service Performance Assessment
(Due upon completion of final site visit)
- Fall Semester Grade and Mid-year Evaluation
(Due by last class meeting of fall semester)
- Spring Semester Grade and Year-end Evaluation
(Due by last class meeting of spring semester)
- Field Placement Log
(Due end of practicum)
- Student Evaluation of Practicum
(Due end of practicum)
- Approval for Internship
(Due at portfolio review presentation)
- Supervising Practitioner Invoice
(Email or fax by May 31)
- IRS Form W-9
(Mail or fax to Department of Education [not Accounts Payable] by May 31)

Return all forms via your student to the University Practicum Supervisor, or regular mail to:

Tufts University, Department of Education
Attn: Practicum Supervisor
Paige Hall
Medford, MA 02155

To download the forms in this handbook, visit
<http://ase.tufts.edu/education/genInfo/forms.asp>

Introduction

The Tufts University School Psychology Program is committed to training students to provide high quality psychological services in educational settings. Toward this end, our curriculum revolves around basic course work in psychological and educational foundations, as well as the development of skills in assessment, intervention, consultation, and research. Academic instruction is carefully integrated with a minimum of 1950 hours of field-based experience over the three years of the program. These field experiences are a central component of the training students receive and allow students to apply acquired knowledge and professional skills in a field-based setting.

The sequence of field-based experiences is designed as a primary vehicle for the implementation of problem solving practices throughout the three years of the program. Field sites are seen as a key arena where academic learning, careful observation, and critical thinking interface to produce a developing knowledge base in school psychology. Field experiences are carefully sequenced to maximize their integration with academic course work, and to meet the teaching and learning objectives of the program. These specific objectives, as outlined below, are designed to meet the overall goal of proficiency in problem solving practices. To achieve this goal, students will demonstrate:

- Competence in addressing the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disabilities.
- Competence in using problem solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.
- Proficient skills in the areas of assessment, collaborative problem solving, prevention, mental health counseling, behavioral intervention, and consultation that is culturally informed.
- Competence in evaluating research evidence (from the professional literature and from their own practice) for intervention planning, program development, and evaluation, with an awareness of the social and political context of all research activity.
- Competence in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.
- Integration of coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school based problems.

FIELD EXPERIENCES

Pre-practicum

In the first year, students complete a one day per week pre-practicum in a school setting supervised by a licensed school psychologist. The purpose of the pre-practicum is to expose students to the culture and operation of schools, and to familiarize them with the roles and functions of a school psychologist. This is accomplished gradually over the course of the year. Initially, students “shadow” their Supervising Practitioner as they perform their daily activities. Thus, students may observe classrooms, team meetings, parent conferences, teacher consultations, individual assessments, group and individual counseling, and administrative meetings. In conjunction with these observational activities, students may be asked to complete class related assignments in their introductory assessment courses. Facilitation of these assignments by the Supervising Practitioner is greatly appreciated. After approximately ten to twelve weeks of observation, students begin to participate more directly as deemed appropriate by the Supervising Practitioner. As the year proceeds and the student’s abilities develop further, they begin to function somewhat more independently. For example, students might co-lead a group with a supervisor, perform assessments with non-referred clients, or begin an individual counseling case. Over the course of the year, students spend a minimum of 150 hours at the pre-practicum site.

The pre-practicum offers students the opportunity to master basic skills in observation, assessment, and intervention in a manner that is closely coordinated with coursework. In conjunction with the field-based experience, students participate in a weekly pre-practicum seminar (ED 221: First Year Seminar in School Psychology Practice) at the university focused upon culturally competent practice. Students meet in groups for one hour each week. The pre-practicum seminar is a lab component of the first year pre-practicum courses in assessment, intervention, educational psychology, and human exceptionalities. The purpose of the pre-practicum seminar is to monitor students' progress as they begin to develop a knowledge base in school psychology by applying problem solving practices to their experiences in the field. Close contact is maintained between the Supervising Practitioner and the university pre-practicum supervisor to monitor student progress. Upon completion of the 150 hour pre-practicum and thirteen courses, students are awarded the masters degree.

Practicum

During the second year of the program, students enroll in ED 231-232: Practicum in School Psychology. The practicum requires a minimum of 600 hours in a school setting under the supervision of a licensed school psychologist. Students are at their field site on Monday, Wednesday, and Friday for approximately 20 hours per week from September through the end of the school year. When students begin the practicum, they will have completed 12-13 courses in theory and practice, as well as having accumulated at least 150 hours of supervised pre-practicum experience.

The aim of the practicum is for students increasingly to perform the roles and functions of a school psychologist as they further develop skills in assessment, intervention, and consultation under careful supervision. Students are exposed to both regular and special education settings, and are expected to develop an awareness of the special needs of persons with exceptionalities. Every effort is made for students to have experiences with children of different racial, linguistic, cultural, and socioeconomic backgrounds.

The practicum is completed in conjunction with ongoing coursework in assessment, intervention, consultation, human exceptionalities, behavior management, professional issues, and childhood emotional disorders. All practicum students are supervised concurrently at the university in small groups for one hour per week and in their field sites for 1-2 hours per week. The practicum also familiarizes students with the roles, responsibilities, and functions of other pupil service personnel, and orients students to the organization and operation of multidisciplinary teams and schools.

Internship

In the third year, students enroll in ED 257-258: Internship in School Psychology. This course is a 1200 hour full-time internship, which is typically completed in a school setting under the supervision of a licensed school psychologist. However, 600 hours of the internship may be completed in a clinical setting under the supervision of an appropriately licensed psychologist. The internship is seen as a capstone experience during which the intern begins to function independently as a school psychologist as he or she demonstrates increasing competency in assessment, intervention, and consultation over a wide range of situations.

Internship sites must be approved the faculty of the School Psychology Program. Approval is contingent upon the sites' capacity adequately to provide the full range of experiences necessary to meet the Program's training objectives for interns. The professional learning plan for interns is a means by which the intern, field supervisor, and university supervisor collaboratively can determine and monitor the intern's training goals. These training goals are clearly established prior to the beginning of the internship year. Progress toward achieving the training goals is assessed at the mid-year and year-end site visits. Each of the three site visits during the internship year includes the intern, the supervising practitioner, and the university supervisor (or designate). The professional learning plan also provides the basis for the intern's evaluation of the training experience. Upon completion of the internship and the third year of the program, students will be awarded the C.A.G.S. and be eligible for the initial license as a school psychologist in Massachusetts. Students must meet all other provisions established by the Department of Elementary and Secondary Education for licensure including, but not limited to, passing a physical examination.

**MASSACHUSETTS DEPARTMENT OF EDUCATION
LICENSURE REQUIREMENTS (603 CMR)**

To: Supervising Practitioners and
Candidates for School Psychology Licensure

Subject: Amended Regulations for Licensure as a School Psychologist
(Effective April 26, 2005)

SCHOOL PSYCHOLOGIST (Levels: All)

3) Initial License

- d) Completion of a master's degree or higher in school psychology from a program approved by the National Association of School Psychologists (NASP).
- e) Completion of an advanced practicum of 1200 hours, 600 of which must be in a school setting.
- f) Passing score on the communication and literacy skills test.

4) Professional License

- d) Possession of an Initial License.
- e) Three years of employment as a School Psychologist.
- f) Completion of one of the following:
 - a. Passing score on the National School Psychology examination.
 - b. Achievement and maintenance of a certificate or license from one of the following:
 - c) The Massachusetts Board of Allied Mental Health Professionals, as an educational psychologist.
 - d) The National Association of School Psychologists, as a school psychologist.

NOTE: The School Psychology License is renewable every five years.

PROFESSIONAL WORK CHARACTERISTICS

The National Association of School Psychologists has identified six professional work characteristics that are essential to becoming an effective school psychologist. Evaluations of these professional work characteristics are also part of the requirements for becoming a Nationally Certified School Psychologist (NCSP). These professional work characteristics are:

- 7) Respect for human diversity
- 8) Effective communication skills
- 9) Effective interpersonal relations
- 10) Ethical responsibility
- 11) Adaptability
- 12) Initiative and dependability

At the end of each term, all students' progress in the program is routinely reviewed by the full faculty. As part of this review, the professional work characteristics are considered as demonstrated both in the classroom and at the field site as evaluated by the field site supervisor. Finally, when applying for the NCSP credential, the program director must attest to your competency in these areas based upon input from the faculty and the field site.

THE PRACTICUM GUIDELINES FOR FIELD PLACEMENTS

The Tufts University School Psychology Program emphasizes the importance of field-based training as its mission to train competent and effective school psychologists. Successful field-based experiences are essential in achieving the specific training objectives of the program, as described in the Introduction of this handbook.

With these objectives in mind, each year of field-based training aims to accomplish certain goals. The second year, 600 hour practicum is required for initial state licensure. Successful completion of the practicum earns two course credits (ED 231-232) which are required for the M.A./C.A.G.S. program. University based coursework in assessment (ED 246), intervention (ED 238), consultation (ED 256), and human exceptionalities (ED 142) are offered concurrently with the practicum. Practicum students should have developed a beginning knowledge base in school psychology following the completion of twelve courses and a 150 hour pre-practicum in the first year of the program. The twelve courses typically completed prior to the practicum are as follows:

ED 142	Education of the Exceptional Child
ED 230	Seminar in Psychological Studies in Education
ED 237	Theory and Process of Psychotherapeutic Intervention: Psychodynamic and Humanistic
ED 241	Principles of Psychoeducational Assessment
ED 243	Assessment and Diagnosis of Cognitive Abilities
ED 245	Lifespan Development
ED 252	Group Dynamics
ED 253	Biological Bases of Behavior
	<i>or</i>
CD 156	Applied Aspects of Physiological Development
ED 249	Multicultural Issues in Counseling and Psychotherapy
ED 255	Issues in School Psychology
ED 270	Intermediate Statistics in Educational Research

And one course from the following:

ED 161	Sociology of the School
ED 162	Class, Race, and Gender in the History of U.S. Education
ED 191	Issues in Urban Education
CD 164	Cultural Diversity in Child/Family Services
CD 177	Bilingual Children in U.S. Schools
PS 187	Politics in Public Education
CD 182	Social Policies for Children and Families (<i>waiver required</i>)
CD 143	Youth Violence in America (<i>waiver required</i>)

Recommended Activities for the Practicum

As deemed appropriate by the Supervising Practitioner, practicum students are given their own cases. With guidance from the Supervising Practitioner, the practicum student is expected to perform all of the necessary functions throughout the referral process for those children. Supervising Practitioners are encouraged to model these activities for the student before students engage in the activity themselves.

Students are expected to acquire knowledge and skills in several areas, including:

- a) psychoeducational and psychological assessment (10-12 cases maximum)
- b) intervention strategies (2-4 individual cases and 2-4 groups)
- c) consultation (2-4 projects)
- d) interpersonal/professional skills
- e) ethical standards and practices

Students are evaluated three times during the year jointly by the Supervising Practitioner and the University supervisor to plan and assess progress in skill acquisition. At the end of each semester, the Supervising Practitioner submits a grade for the field based portion of the practicum. This grade is then combined with assessments of the student's participation in the practicum seminar and the quality of practicum related projects to arrive at a final grade for the practicum. The determination of the final grade is the responsibility of the university supervisor.

Supervision

All practicum students are closely supervised, both in the field and at the University. The University supervisor is a member of the faculty who is a licensed psychologist and/or licensed school psychologist. University-based supervision focuses upon the integration of field-based experience and classroom learning, while monitoring the acquisition and application of skills and professional knowledge. To this end, students are required to meet the following requirements:

- **Case Study:** Each student is required to develop a case study of a child with whom he or she is working. Case material should include: a case summary including identifying data (altered to ensure client's privacy), summary of work to date and current formulation of case. A written case report will be due during the second semester.
- **Portfolio:** Each student is required to develop a second year portfolio that is a component of the practicum evaluation. Please see the Portfolio Handbook for specific details.

Field-based supervision focuses upon the day-to-day responsibilities for the children in the schools with whom the students are working. Supervising Practitioners must possess

the necessary background, training, and credentials appropriate to supervising practicum activities. Minimally, this background involves licensure in Massachusetts as a school psychologist and at least three full years of experience. Program faculty members are responsible for providing appropriate orientation to Supervising Practitioners unfamiliar with the Tufts Program.

Two and a half hours per week of direct supervision is recommended to assure the acquisition of the desired skills and knowledge. Minimally, this includes one hour per week of field-based supervision, and one and a half hours per week of University based supervision. No more than two practicum students may be assigned to a single Supervising Practitioner. In recognition of their professional commitment, Supervising Practitioners receive a \$500 stipend per practicum student per year, and one course voucher per student upon completion of the training year. **To receive this stipend, please complete and return the Supervising Practitioner Invoice and IRS Form W-9 by May 31.**

For practicum (second year) students, there will be three site visits per year, each of which will include the Supervising Practitioner, the student, and the University supervisor. The first visit will occur at the beginning of the school year (September or early October), and will involve a discussion and clarification of the program's training objectives that will be used to assess the student's progress. The second visit will be mid-year (February), and will focus upon the student's progress toward achieving the competencies as defined in the program objectives. The third visit will be at the end of the year, and will be the final assessment of the student's satisfactory attainment of the knowledge and skills required for advancement to an internship. Satisfactory completion of the practicum must be attested to by both the Supervising Practitioner and the University supervisor.

Evaluation

The practicum experience is evaluated to assess student progress in the acquisition of professional skills and knowledge. This assessment will be accomplished via site visits, written evaluations, and the assignment of letter grades. In addition, we gather information to determine the suitability of the experience in terms of various training characteristics, such as setting, age range, quality of supervision, professional development opportunities, and diversity.

Also at the end of the practicum year, each student must meet individually with the program faculty to receive approval to proceed to the third year internship. At this meeting, the student and the faculty determine that all coursework required prior to the beginning of the internship has been completed, assess progress in skill development during the practicum year, and review the student's portfolio. This is an opportunity for the student to demonstrate competence as a reflective practitioner working within a problem solving framework. If the student is not approved for the internship, the student will receive a written plan for remediation of existing deficiencies.

School Psychology Program Internship Handbook

To the Student:

This handbook is intended to address some initial questions you may have regarding field placements. It directs you to a number of forms you will use throughout the program. Please become familiar with these forms since they will play an important part in your application for certification. If you have any questions that the handbook does not address, please contact Steven Luz-Alterman, Coordinator of Field Placements.

To the Supervising Practitioner:

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Tufts University, Department of Education
Attn: Internship Supervisor
Paige Hall
Medford, MA 02155

If you have any questions regarding field placements or the material in this handbook, please contact Steven Luz-Alterman at (617) 627-2390 or steven.luz-alterman@tufts.edu.

Checklist for Internship

- Internship Agreement
(Due September 15)
- Supervising Practitioner Information Form
(Due October 15)
- Professional Learning Plan
(Due October 15)
- Pre-service Performance Assessment
(Due upon completion of last site visit)
- Fall Semester Grade
(Due at last class of the semester)
- Supervising Practitioner Mid-Year Evaluation
(Due at last class of the semester)
- Spring Semester Grade
(Due at last class of the semester)
- Supervising Practitioner Year-End Evaluation
(Due at last class of the semester)
- Field Placement Log
(Due end of internship)
- Student Evaluation of Internship
(Due at last class of the semester)
- Approval for Program Completion/Graduation
(Due end of internship)
- Supervising Practitioner Invoice
(Email or fax by May 31)
- IRS Form W-9
(Mail or fax by May 31)

Return all forms via your student to the University Internship Supervisor, or regular mail to:

Tufts University, Department of Education
Attn: Internship Supervisor
Paige Hall
Medford, MA 02155

To download the forms in this handbook, visit
<http://ase.tufts.edu/education/genInfo/forms.asp>

INTRODUCTION

The Tufts University School Psychology Program is committed to training students to provide high quality psychological services in educational settings. Toward this end, our curriculum revolves around basic course work in psychological and educational foundations, as well as the development of skills in assessment, intervention, consultation, and research. Academic instruction is carefully integrated with a minimum of 1950 hours of field-based experience over the three years of the program. These field experiences are a central component of the training students receive and allow students to apply acquired knowledge and professional skills in a field-based setting.

The sequence of field-based experiences is designed as a primary vehicle for the implementation of problem solving practices throughout the three years of the program. Field sites are seen as a key arena where academic learning, careful observation, and critical thinking interface to produce a developing knowledge base in school psychology. Field experiences are carefully sequenced to maximize their integration with academic course work, and to meet the teaching and learning objectives of the program. These specific objectives, as outlined below, are designed to meet the overall goal of proficiency in problem solving practices. To achieve this goal, students will demonstrate:

- Competence in addressing the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disabilities.
- Competence in using problem solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.
- Proficient skills in the areas of assessment, collaborative problem solving, prevention, mental health counseling, behavioral intervention, and consultation that is culturally informed.
- Competence in evaluating research evidence (from the professional literature and from their own practice) for intervention planning, program development, and evaluation, with an awareness of the social and political context of all research activity.
- Competence in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.
- Integration of coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school based problems.

FIELD EXPERIENCES

Pre-practicum

In the first year, students complete a one day per week pre-practicum in a school setting supervised by a licensed school psychologist. The purpose of the pre-practicum is to expose students to the culture and operation of schools, and to familiarize them with the roles and functions of a school psychologist. This is accomplished gradually over the course of the year. Initially, students “shadow” their Supervising Practitioner as they perform their daily activities. Thus, students may observe classrooms, team meetings, parent conferences, teacher consultations, individual assessments, group and individual counseling, and administrative meetings. In conjunction with these observational activities, students may be asked to complete class related assignments in their introductory assessment courses. Facilitation of these assignments by the Supervising Practitioner is greatly appreciated. After approximately ten to twelve weeks of observation, students begin to participate more directly as deemed appropriate by the Supervising Practitioner. As the year proceeds and the student’s abilities develop further, they begin to function somewhat more independently. For example, students might co-lead a group with a supervisor, perform assessments with non-referred clients, or begin an individual counseling case. Over the course of the year, students spend a minimum of 150 hours at the pre-practicum site.

The pre-practicum offers students the opportunity to master basic skills in observation, assessment, and intervention in a manner that is closely coordinated with coursework. In conjunction with the field-based experience, students participate in a weekly pre-practicum seminar (ED 221: First Year Seminar in School Psychology Practice) at the university focused upon culturally competent practice. Students meet in groups for one hour each week. The pre-practicum seminar is a lab component of the first year pre-practicum courses in assessment, intervention, educational psychology, and human exceptionalities. The purpose of the pre-practicum seminar is to monitor student’s progress as they begin to develop a knowledge base in school psychology by applying problem solving practices to their experiences in the field. Close contact is maintained between the Supervising Practitioner and the university pre-practicum supervisor to monitor student progress. Upon completion of the 150 hour pre-practicum and twelve courses, students are awarded the masters degree.

Practicum

During the second year of the program, students enroll in ED 231-232: Practicum in School Psychology. The practicum requires a minimum of 600 hours in a school setting under the supervision of a licensed school psychologist. Students are at their field site on Monday, Wednesday, and Friday for approximately 20 hours per week from September through the end of the school year. When students begin the practicum, they will have completed 12-13 courses in theory and practice, as well as having accumulated at least 150 hours of supervised pre-practicum experience.

The aim of the practicum is for students increasingly to perform the roles and functions of a school psychologist as they further develop skills in assessment, intervention, and consultation under careful supervision. Students are exposed to both regular and special education settings, and are expected to develop an awareness of the special needs of persons with exceptionalities. Every effort is made for students to have experiences with children of different racial, linguistic, cultural, and socioeconomic backgrounds.

The practicum is completed in conjunction with ongoing coursework in assessment, intervention, consultation, human exceptionalities, behavior management, professional issues, and childhood emotional disorders. All practicum students are supervised concurrently at the university in small groups for one hour per week and in their field sites for 1-2 hours per week. The practicum also familiarizes students with the roles, responsibilities, and functions of other pupil service personnel, and orients students to the organization and operation of multidisciplinary teams and schools.

Internship

In the third year, students enroll in ED 257-258: Internship in School Psychology. This course is a 1200 hour full-time internship, which is typically completed in a school setting under the supervision of a licensed school psychologist. However, 600 hours of the internship may be completed in a clinical setting under the supervision of an appropriately licensed psychologist. The internship is seen as a capstone experience during which the intern begins to function independently as a school psychologist as he or she demonstrates increasing competency in assessment, intervention, and consultation over a wide range of situations.

Internship sites must be approved the faculty of the School Psychology Program. Approval is contingent upon the sites' capacity adequately to provide the full range of experiences necessary to meet the Program's training objectives for interns. The professional learning plan for interns is a means by which the intern, field supervisor, and university supervisor collaboratively can determine and monitor the intern's training goals. These training goals are clearly established prior to the beginning of the internship year. Progress toward achieving the training goals is assessed at the mid-year and year-end site visits. Each of the three site visits during the internship year includes the intern, the supervising practitioner, and the university supervisor (or designate). The professional learning plan also provides the basis for the intern's evaluation of the training experience. Upon completion of the internship and the third year of the program, students will be awarded the C.A.G.S. and be eligible for the initial license as a school psychologist in Massachusetts. Students must meet all other provisions established by the Department of Elementary and Secondary Education for licensure including, but not limited to, passing a physical examination.

**MASSACHUSETTS DEPARTMENT OF EDUCATION
LICENSURE REQUIREMENTS (603 CMR)**

To: Supervising Practitioners and
Candidates for School Psychology Licensure

Subject: Amended Regulations for Licensure as a School Psychologist
(Effective April 26, 2005)

SCHOOL PSYCHOLOGIST (Levels: All)

1) Initial License

- a) Completion of a master's degree or higher in school psychology from a program approved by the National Association of School Psychologists (NASP).
- b) Completion of an advanced practicum of 1200 hours, 600 of which must be in a school setting.
- c) Passing score on the communication and literacy skills test.

2) Professional License

- a) Possession of an Initial License.
- b) Three years of employment as a School Psychologist.
- c) Completion of one of the following:
 1. Passing score on the National School Psychology examination.
 2. Achievement and maintenance of a certificate or license from one of the following:
 - a) The Massachusetts Board of Allied Mental Health Professionals, as an educational psychologist.
 - b) The National Association of School Psychologists, as a school psychologist.

NOTE: The School Psychology License is renewable every five years.

PROFESSIONAL WORK CHARACTERISTICS

The National Association of School Psychologists has identified six professional work characteristics that are essential to becoming an effective school psychologist. Evaluations of these professional work characteristics are also part of the requirements for becoming a Nationally Certified School Psychologist (NCSP). These professional work characteristics are:

- 1) Respect for human diversity
- 2) Effective communication skills
- 3) Effective interpersonal relations
- 4) Ethical responsibility
- 5) Adaptability
- 6) Initiative and dependability

At the end of each term, all students' progress in the program is routinely reviewed by the full faculty. As part of this review, the professional work characteristics are considered as demonstrated in both the classroom and the field site. Finally, when applying for the NCSP credential, the program director must attest to your competency in these areas based upon input from the faculty and the field site.

FOUR STEP PROBLEM SOLVER MODEL

1) Problem Identification/Clarification

- operationally define referral problem
- preliminary data collection to verify problem
- generate hypotheses
- specify goals

2) Problem Analysis, Planning and Development

- fully investigate referral problem
- collect data to assess hypotheses
- develop interventions from confirmed hypotheses

3) Implementation/Intervention

- prepare setting
- determine criteria for successful outcome
- data collection planned to evaluate outcome
- implement the intervention
- revise or adapt the intervention

4) Evaluation, Outcome Determination and Dissemination

- evaluate goals and hypotheses
- evaluate intervention
- communicate outcome

THE INTERNSHIP GUIDELINES FOR FIELD PLACEMENTS

The Tufts University School Psychology Program emphasizes the importance of field based training in its mission to train competent and effective school psychologists. Successful field based experiences are essential in achieving the specific training objectives of the program, as described in the Introduction of this handbook.

The third year, 1200-hour internship is required for completion of the M.A./C.A.G.S. program and eligibility for national certification. Six hundred hours of the internship must be in a school setting. The remaining 600 hours may be in a clinical setting. When non-school settings are included in the internship experience, the intern candidate submits a written rationale that specifies how this training is related to the practice of school psychology. The internship is full-time for one year, or half-time for two consecutive years.

Successful completion of the internship earns two semesters of course credit (ED 257-258). Internship candidates have developed a beginning knowledge base in school psychology. Prior to beginning the internship, they have completed nineteen academic courses and a minimum of 750 hours of supervised field-based training in the first two years of the program, as listed below:

SCHOOL PSYCHOLOGY PROGRAM

YEAR I

- ED 230 Seminar in Psychological Studies in Education
- ED 237 Theory and Process of Psychotherapeutic Intervention:
Psychodynamic and Humanistic
- ED 241 Principles of Psychoeducational Assessment
- ED 252 Group Dynamics
- ED 253 Biological Bases of Behavior
- or*
- CD 156 Applied Aspects of Physiological Development
- ED 255 Issues in School Psychology
- ED 142 Education of the Exceptional Child (*see Note 1*)
- ED 243 Assessment and Diagnosis of Cognitive Abilities
- ED 245 Life-span Development
- ED 249 Multicultural Issues in Counseling and Psychotherapy
- ED 270 Intermediate Statistics in Educational Research (*see Note 2*)

One Course in Social and Cultural Foundations of Education

- ED 161 Sociology of the School
- ED 162 Class, Race, and Gender in the History of U.S. Education
- ED 167 Critical Race Theory Seminar: Issues in Urban Education
- CD 164 Cultural Diversity in Child/Family Services
- CD 177 Bilingual Children in U.S. Schools
- PS 187 Politics in Public Education
- CD 182 Social Policies for Children and Families (*waiver required*)
- CD 143 Youth Violence in America (*waiver required*)

YEAR II

- ED 231 Practicum in School Psychology
- ED 238 Theory and Process of Psychotherapeutic Intervention:
Cognitive-Behavioral and Family Systems
- ED 246 Personality Assessment of Children and Adolescents
- ED 254 Developmental Psychopathology in Educational Settings
- or*
- CD 191 Emotional Problems of Young Children
- ED 140 Behavior Management in the Classroom (*see Note 3*)
- ED 232 Practicum in School Psychology
- ED 256 Consultation for Diagnostic Prescriptions
- ED 271 Methods of Educational Research

One Course in Exceptionalities in Learning

- CD 143 The Inclusive Classroom
- ED 144 Learning Disabilities in the Classroom

CD 190 Young Children with Special Needs
CD 193 Pediatric Psychology
CD 195 Language Disorders in Children
CD 197 Learning Disorders
CD 243 Advanced Seminar in Reading, Dyslexia, and the Brain

YEAR III

ED 257/258 Internship in School Psychology (*2 course credits*)

Training Objectives for the Internship

The internship is seen as a capstone experience during which the intern begins to function independently as a school psychologist as she or he demonstrates increasing competency in assessment, intervention, and consultation over a wide range of situations. The intern is thus exposed to a variety of students and problems that are considered fully representative of the roles and functions of a school psychologist. Interns are expected to acquire advanced competence, knowledge, and skills, and to be inducted into the profession by achieving novice level mastery of the following eleven domains of practice as defined by the National Association of School Psychologists:

- 1) Data based decision-making and accountability
- 2) Interpersonal communication, collaboration, and consultation
- 3) Effective instruction and development of cognitive/academic skills
- 4) Socialization and development of life competencies
- 5) Student diversity in development and learning
- 6) School and systems organization, structure, and climate
- 7) Prevention, wellness promotion, crisis intervention, and mental health
- 8) Home/school/community collaboration
- 9) Research and program evaluation
- 10) Legal, ethical school psychology practice, and professional development
- 11) Information technology

The program director and faculty evaluate each student prior to beginning the internship to assure satisfactory completion of all prerequisite courses and field-based training. This review is used to determine whether or not intern candidates are adequately prepared for the internship experience. This review also serves as the first step in formulating a professional learning plan. This written plan specifies how the intern's training objectives will be addressed by the internship experience. The professional learning plan is prepared prior to beginning the internship, and it is agreed upon by the appropriate school system/agency administrator, the Supervising Practitioner(s), the University supervisor (or designate), and the intern.

Program faculty members are responsible for providing appropriate orientation to Supervising Practitioners. Thus, the program's training objectives for the internship year are presented to the employing school system/agency, and the University supervisor works with the system personnel to ensure that the professional learning plan is followed. This exchange clarifies the roles and functions of all concerned, and assists Supervising Practitioners in carrying out their responsibilities in a manner consistent with the training objectives of the program.

To ensure the quality of the internship training experience, school systems employing interns should have the following:

- a) children of all school ages
- b) pupil personnel services functioning as multidisciplinary teams
- c) a full range of services for children with special needs
- d) regular and special education services at all levels (preschool, elementary, and secondary)
- e) at least one licensed school psychologist with at least three years of full-time school psychology experience or equivalent who serves as the internship supervisor

Recommended Activities for the Internship

As deemed appropriate by the Supervising Practitioner, interns are given their own cases. With guidance from the Supervising Practitioner, the intern is expected to perform all of the necessary functions throughout the referral process for those children.

Interns are expected to acquire knowledge and skills in several areas, including:

- a) psychoeducational and psychological assessment (25-30 cases maximum)
- b) intervention strategies (4-8 individual cases and 4-8 groups)
- c) consultation (4-8 projects)

- d) interpersonal/professional skills
- e) ethical standards and practices

Supervision

Direct supervision and primary responsibility for the intern rests with the appropriately credentialed on-site personnel of the employing school system or agency. Indirect supervision of interns is provided by the University in five, two-hour group meetings each semester. Supervising Practitioners supervising interns in school settings must hold a valid credential as a school psychologist, and be employed full-time as a school psychologist at the internship setting. In addition, Supervising Practitioners must have at least one year of full-time employment in that setting prior to taking on supervisory responsibilities for an intern, and at least three years full-time experience as a school psychologist. In non-school settings, supervision shall be provided by an appropriately licensed psychologist.

Supervising Practitioners shall be responsible for no more than two interns at any given time, and shall provide at least two hours per week of direct supervision for each intern. The University supervisor (or designate) maintains an ongoing relationship with the Supervising Practitioner. For internship students, this involves three site visits per year, each of which will include the Supervising Practitioner, the intern, and the University supervisor (or designate). The first visit will occur early in the school year, and will involve a discussion and clarification of the training plan and the domains of practice that will be used to assess the intern's progress toward achieving the competencies required for initial licensure. The second visit will be mid-year (February), and will focus upon the intern's progress toward achieving the objectives of the training plan and the competencies as defined in the domains of practice. The third visit will be at the end of the year, and will be the final assessment of the intern's satisfactory attainment of the knowledge and skills required for initial licensure as set forth in the domains and the internship training plan. Satisfactory completion of the internship must be attested to by both the Supervising Practitioner and the University supervisor.

In recognition of their professional commitment, Supervising Practitioners receive a stipend of \$500 per internship student per year, and one course voucher per student upon completion of the training year. **To receive your stipend, complete and return the Supervising Practitioner Invoice and IRS Form W-9 by May 31st.**

Evaluation

Interns are evaluated jointly three times per year by the Supervising Practitioner and the University supervisor to assess progress in skill acquisition. The intern's progress is monitored carefully and is discussed at the mid-year and year-end site visits.

The intern's performance is evaluated at these times using the professional learning plan and the supervising practitioner's evaluation of intern form. The professional learning plan delineates training goals for the intern with specific strategies for accomplishing each goal. Evidence for the accomplishment of each goal is assessed at the mid-year and year-end site visits. The domains of practice specify areas of professional knowledge and skill. These define the competencies that the intern is expected to develop and refine during the internship training. The intern is rated twice each year in terms of their progress toward achieving these competencies. At the end of each semester, the Supervising Practitioner submits a grade for the field-based portion of the internship. This grade is then combined with assessments of the student's participation in the internship seminar and the quality of internship related projects to arrive at a final grade for the internship. The determination of the final grade is the responsibility of the university supervisor. The required case studies described below also are used to determine internship grades.

The intern also evaluates the internship training experience. This includes an evaluation of the training experiences provided by the internship setting, the quality of the supervision, the appropriateness of the setting as an ongoing training site, and the intern's assessment of their preparation for the internship.

Portfolio Evaluation

The purpose of the third year portfolio is for each student to demonstrate competence as a school psychologist who provides flexible, thorough analyses of children's school-based experiences drawing upon multiple sources, frames of reference, and techniques in order to develop and monitor interventions designed to promote children's educational, social, and emotional needs. To accomplish this, each student must show competence in several prescribed areas of professional practice that indicate a proficient level of skill attainment at the internship level. These areas include psychological evaluation, social / emotional or behavioral intervention, and either an academic intervention or a proposed systems level intervention. The emphasis is upon the attainment of essential skills leading to measurable positive outcomes for children and youth, families, and schools in preparation for professional practice. Please see the portfolio handbook for more information.

Culminating Internship Experience

As part of the internship experience during the third year of study, interns are required to document their ability to integrate domains of knowledge and applied professional skills in delivering comprehensive school psychological services to students, teachers, administrators and parents. In order to document this competency interns are required during their internship year to present three case studies to the school psychology faculty that demonstrate their ability to provide effective school psychological services.

Students must submit one comprehensive psychological evaluation and intervention report accompanied by a detailed rationale for the problem solving approach used by the student. Guidelines for the components of the evaluation are reviewed in the internship seminar.

Students must submit one intervention case study focused on improvement of social/emotional or behavioral skills for an individual child or group of children. Students must explicitly discuss the consultation and collaboration used to achieve this intervention as well as provide research and/or theoretical support for the use of the intervention. The case study must contain baseline, progress monitoring, and evaluation data discussed in the report and presented graphically in the appendices. Guidelines for the components of the evaluation are reviewed in the internship seminar.

Students may submit one intervention case study focused on improvement of academic skills for an individual child or group of children using a problem solving approach. Students must explicitly discuss the consultation and collaboration used to design this intervention as well as provide research and/or theoretical support for the use of the intervention. The case study must contain baseline, progress monitoring, and evaluation data discussed in the report and presented graphically in the appendices. Guidelines for the components of the evaluation are reviewed in the internship seminar.

As an alternative to the academic intervention case study, students may submit a proposal for a systems level intervention case study focused on an issue of concern related to diversity in their field placement. Students must explicitly discuss the consultation and collaboration that would be required to achieve this intervention as well as provide research and/ or theoretical support for the proposed intervention. Guidelines for the components of the evaluation are reviewed in the internship seminar.

Interns whose case studies do not demonstrate competency within the particular skill area will receive opportunities to remedy this deficiency. Faculty will be available to confer with students during the semester, and if revisions are needed. Students should be aware that final grades for the internship include consideration of demonstrated competency on the case studies.

*Appendix C: Course descriptions***ED 230 FOUNDATIONS OF LEARNING, COGNITION, AND ACADEMIC INTERVENTION**

This course explores theories of cognitive development and learning and their relevance to education and academic interventions. Readings will compare and contrast biological, environmental, constructivist, information processing, and socio-cultural approaches to the analysis of learning and cognition from infancy to adolescence. In analyzing these different perspectives on cognitive growth, students are invited to evaluate approaches to academic interventions in school settings and the diverse needs of learners. The main goal of this course is to develop an understanding of the questions: What is learning? How does learning occur? And what can adults do to scaffold a child's cognitive development and learning?

ED 237 COMMON FACTORS IN COUNSELING: EVIDENCE-BASED APPROACHES TO BUILDING STRONG RELATIONSHIPS

This course will consider multiple perspectives as possible frameworks for an integrative model of counseling in schools, including multicultural, relational, eco-systemic, and problem solving. Student practice will focus upon listening, establishing therapeutic relationships, interviewing skills, and developing the core facilitative conditions for positive change.

ED 241 FOUNDATIONS AND CONTEMPORARY PRACTICES IN PSYCHOEDUCATIONAL ASSESSMENT

This course will address the individualized academic assessment of children in schools. Three main areas of study will be focused upon in the context of a problem-solving framework: a) measurement statistics and principles of test construction; b) formal assessment measures through a review of standardized achievement tests; c) other assessment tools including informal techniques, criterion-based measures, RTI, and CBM. Students will learn to administer and interpret results from commonly used standardized tests of achievement within an ecological context, and to communicate these results in oral and written form. The link between assessment and intervention will be emphasized.

ED 142 EDUCATION OF THE EXCEPTIONAL CHILD

Characteristic features, methods of diagnosis, psychological factors, and, where known, etiology of forms of the exceptional including persons who are gifted, mentally retarded, blind, deaf, language impaired, and emotionally disturbed. Educational planning within each form of exceptionality. Current state and federal legislation pertaining to the education of children with various disabilities.

ED 253 BIOLOGICAL BASES OF BEHAVIOR IN EDUCATIONAL SETTINGS

A comprehensive consideration of topics in neuropsychological research. Explore biological mechanisms underlying psychological disorders, with particular attention to the neurobehavioral profiles of childhood disorders in educational settings.

ED 221 FIRST YEAR SEMINAR IN SCHOOL PSYCHOLOGY PRACTICE

(new course, half credit)

This seminar will focus upon the integration of content knowledge and skill development with student's initial observations of school based practice. The development of culturally competent practice is emphasized.

ED 243 ASSESSMENT OF COGNITIVE ABILITIES

The purpose of this course is to provide knowledge and skill in the area of cognitive and intellectual assessment. The course is designed to (a) introduce students to the process of standardized intellectual assessment, (b) develop skills for administering and critically evaluating the results of standardized measures of cognitive and intellectual functioning, (c) evaluate and integrate information obtained during the assessment process with other sources of information about the child's learning and behavior, (d) communicate assessment findings in both written and oral formats in a clear manner to a variety of audiences, and (e) consider the role that cognitive and intellectual functioning play in the classification and programming for students with disabilities.

ED 245 SOCIAL AND EMOTIONAL DEVELOPMENT IN CHILDHOOD AND ADOLESCENCE

This course explores human growth and development over the lifespan, critically examining the ways in which relationships, identity, culture, cognition, and human biology interact to shape an individual. Developmental issues, beginning with attachment in infancy, social and emotional development in childhood, identity in adolescence and young adulthood, and vocational growth in young adulthood, are discussed. Students will draw on psychological, sociological, educational, literary, and artistic perspectives to scaffold their understanding of human development.

ED 249 ISSUES IN MULTICULTURAL THEORY, RESEARCH, AND PRACTICE IN SCHOOLS

Culture and ethnicity as psychological variables and as factors in human development. Focus on multicultural and cross-cultural considerations with emphasis on theory, research, and practice in mental health service.

ED 274 METHODS OF SCHOOL PSYCHOLOGY RESEARCH

An introduction to the research methods employed in conducting and understanding educational and psychological research. Topics will cover quantitative and qualitative methods necessary for the daily practice of school psychology such as: single subject and small group research designs, data-based decision making, progress monitoring, and program evaluation.

1 COURSE IN SOCIAL AND CULTURAL FOUNDATIONS

ED 255 PROFESSIONAL PRACTICE, ETHICS, AND THE LAW IN SCHOOL PSYCHOLOGY

Contemporary roles and functions of the psychologist in schools within the historical, ethical, and legal framework of the profession. Particular emphasis on systems level change and educational policy.

ED 140 BEHAVIOR MANAGEMENT IN THE CLASSROOM

Theory, research, and practice of management of student behavior in elementary and high school classrooms. Practical and empirically derived classroom-based interventions intended to have beneficial effects on the academic, behavioral, social, or emotional functioning of children and adolescents, including but not limited to individualized contingency contracts, group token economics, and student self-management training. An iterative, problem-solving approach to intervention will be emphasized.

ED 252 GROUP DYNAMICS IN EDUCATIONAL SETTINGS

The structure, functions, and dynamics of groups. Observation and analysis of group structures and functions, interactions and dynamics of change in groups, effects of the group on the individual, and effects of the individual on the group. The class will be part of its own laboratory. Limited enrollment.

ED 231-232 PRACTICUM IN SCHOOL PSYCHOLOGY

Supervised 600-hour experience in the practice of school psychology under direction of practicing licensed school psychologist. Participation in team evaluations, diagnostic prescription writing, and conferences with parents and school personnel.

ED 238 ADVANCED APPROACHES TO COUNSELING: COGNITIVE BEHAVIORAL AND FAMILY SYSTEMS

The fundamental assumptions of assessing cognition for intervention with internalizing and externalizing problems will be presented and practiced with an emphasis on rational emotive behavioral approaches. The basic ideas of family systems theory will be used to consider the relationship between schools and families, and the critical importance of creating shared responsibility for the school success of children and adolescents.

ED 246 SOCIAL, EMOTIONAL, AND BEHAVIORAL ASSESSMENT

This course provides an introduction to social, emotional, and behavioral assessment in children and adolescents. By employing different theoretical perspectives on development and using a variety of methods, including structured and semi-structured interviews, informant and self-reports, direct observation, and narrative and graphic techniques, students will gain experience in the systematic analysis of social/emotional/behavioral problems of childhood in an ecological context. Using case histories we will develop a problem-solving approach to defining referral questions, selecting assessment methods, analyzing results, and designing and evaluating interventions resulting in a comprehensive evaluation report with clear recommendations for intervention.

ED 254 DEVELOPMENTAL PSYCHOPATHOLOGY IN EDUCATIONAL SETTINGS

An ecological, multicultural, and developmental approach to understanding, assessing, diagnosing, and developing interventions for childhood psychopathology.

ED 256 SCHOOL-BASED CONSULTATION

The purpose of this course is to provide students with the knowledge and skills necessary for a broad-based and pragmatic approach to collaborative consultation and problem-solving within a school context. We will explore collaborative consultative processes, drawing from current perspectives on consultation practices and issues. The complex dynamics of the consultant-consultee relationship as well as the evaluation of the process and outcomes within a problem-solving model of consultation will be examined through course readings, course consultation experiences, and a field-based consultation.

ED 275 SEMINAR IN ADVANCED SCHOOL PSYCHOLOGY RESEARCH

Course provides an opportunity for students to propose and conduct a research project within an area of interest. The course will take a collaborative approach to addressing the various topics focusing on individuals, groups or systems level school-based problems. Prerequisite: ED 274.

ED 244 ASSESSMENT AND INTERVENTION FOR LEARNING PROBLEMS IN THE CLASSROOM

This course will further students' knowledge of learning disabilities focusing upon assessment, classification, identification, collaboration, and intervention planning within a problem-solving framework. Through field-based case studies, students will: a) enhance their assessment and intervention planning skills for students with learning problems; b) compare traditional and RTI models of identification and intervention planning; c) consider student learning problems within the broader contexts of schools, communities, and local and national policies.

ED 257-258 ADVANCED INTERNSHIP IN SCHOOL PSYCHOLOGY

Supervised 1,200-hour clinical experience, 600 hours of which must be in a school setting under the supervision of a practicing licensed school psychologist. The remaining 600 hours may be completed in a clinical setting under the supervision of a licensed psychologist. Participation in delivery of all aspects of psychological services showing advanced understanding of professional practice.

Appendix D: Abbreviated CV's for core faculty

STEVEN LUZ-ALTERMAN, Ph.D.

1105 Massachusetts Avenue, Suite 3C
Cambridge, Massachusetts 02138
(617) 354-5438

EDUCATION

Ph.D. in Clinical and School Psychology, Institute of Advanced Psychological Studies, Adelphi University, 1985

Adelphi University
1982 M.A. Clinical Psychology

Harvard University
1979 B.A. Cum Laude Psychology Major

University of California at Berkeley
1969-1972 Anthropology major

POSTDOCTORAL TRAINING

Massachusetts Institute for Psychoanalysis, Westford, MA
1990-1999. Graduate in psychoanalysis.

Massachusetts General Hospital, Department of Psychiatry, Boston, MA
1985-1987. Postdoctoral Clinical Fellow in Psychology. General psychotherapy practice. Supervision of psychotherapy

PROFESSIONAL EXPERIENCE

Independent Psychotherapy Practice, Cambridge, MA
1987-Present. Psychotherapy with adults and adolescents. Couple therapy. Supervision of psychotherapy.

Lexington High School, Lexington, MA
2001-2006. AIM Program, group consultation. Weekly group psychotherapy and group supervision of interns with special education students with learning, behavioral, and emotional difficulties.

Cambridge Family and Children's Services, Cambridge, MA
2003-2008. Monthly case consultation with staff clinicians working on foster care, adoptions, and developmental disabilities units.

League School of Boston, Newton, MA

1986-1997. Psychological Evaluations of severely language impaired and emotionally disturbed children. Consultation to teaching staff.

South Shore Medical Center, Norwell, MA

1985-1989. Staff psychologist. Evaluation and treatment of children, adolescents, adults, couples and families. Consultation to physicians in group medical practice.

The Payne Whitney Clinic, New York Hospital-Cornell Medical Center, and the Hospital for Special Surgery, New York, NY

1984-1985. Psychology Fellow. Consultation to multidisciplinary team, assessment, and treatment of children with orthopedic problems. Psychodiagnostic testing of psychiatric inpatients. Outpatient evaluations. Individual and family psychotherapy.

1983-1984. Clinical Psychology Internship. Psychological evaluations of children, adolescents, and adults. Inpatient case management. Individual and group outpatient psychotherapy.

Psychological Services Clinic, Adelphi University, Garden City, NY

1981-1983. Individual psychotherapy and psychological testing of children, adolescent, and adult outpatients. Intake evaluations and crisis intervention.

Lindenwood Consultation Center, Queens, NY

1981-1983. Individual psychotherapy with children.

Northshore University Hospital, Manhasset, NY

1982. Psychological testing of adult inpatients.

Nassau County BOCES, Plainview, NY

1980-1981. School Psychology Intern. Individual psychotherapy, psychological evaluations, and consultation with parents and teachers.

Kings County Hospital, Brooklyn, NY

1980-1981. Psychological testing, diagnostic interviewing, and milieu work on an acute admitting unit.

The Cambridge Hospital and Somerville Mental Health Clinic, Cambridge and Somerville, MA

1979-1980. Ambulatory Community Service. Assisted state hospital patients with their reintegration into the community. Individual psychotherapy, group, and family work with severely disturbed patients.

Wild Acre Inn, Lexington, MA

1977-1978. Night counselor in a psychiatric halfway house. Supportive counseling and crisis intervention in a therapeutic milieu.

The League School of Boston, Newton, MA

1973-1975. Assistant teacher in a class of nonverbal autistic children. Implemented curriculum stressing expressive and receptive language, beginning quantitative concepts, motor, and self-help skills.

Amego School and Developmental Center, Quincy, MA 1972-1973. Original staff member in a newly developed school program for autistic adolescent.

**ACADEMIC and
TEACHING
APPOINTMENTS**

Tufts University, Department of Education, Medford, MA

2008-Present. Interim Director, School Psychology Program.
1986-Present. Assistant Professor, School Psychology Program.
Teaching and supervision of graduate students in counseling and school psychology. Program development and administration.

Harvard Medical School, Boston, MA

1988-Present. Instructor in Psychology in the Department of Psychiatry, Beth Israel Hospital.

Harvard Medical School, Boston, MA

1985-1988. Clinical Fellow in Psychology in the Department of Psychiatry, Massachusetts General Hospital.

Cornell University Medical College, New York, NY 1983-1985.

Psychology Fellow in the Department of Psychiatry.

Adelphi University, Garden City, NY

1982-1983. Teaching Assistantship. Instructor of first year doctoral students in administration, scoring, and beginning interpretation of cognitive and projective assessment instruments.

**RESEARCH
EXPERIENCE**

The Hospital for Special Surgery, New York, NY
1984-1985. Research Fellow. Designed and implemented study investigating the psychological effects of scoliosis treatment in adult women.

Adelphi University, Garden City, NY
1981-1983. Research Assistantship. Coordinated study exploring deficits in metaphorical thinking among schizophrenic and borderline subjects.

**PUBLICATIONS
and
PRESENTATIONS**

Wandle, Thompson-Drew, and Luz-Alterman (1999).
A Blueprint for the Future: Assessing the Competence of Future School Psychologists. Paper presented at National Association of School Psychologists annual meeting, Las Vegas.

Clayson, Luz-Alterman, et al. (1987). Long-term psychological sequelae of surgically versus nonsurgically treated scoliosis. Spine, pp. 983-986.

ORGANIZATIONS

National Association of School Psychologists
American Psychological Association
Massachusetts Institute for Psychoanalysis
Massachusetts Association of Psychoanalytic Psychology
Massachusetts Psychological Association

LICENSES

Psychologist, Commonwealth of Massachusetts #3997
School Psychologist, Massachusetts #300039

Laura Rogers, Ed.D.
32 Sawyer Lane
Harvard, MA 01451
(617) 627-3260

Education

Harvard University Graduate School of Education, Cambridge, MA 1987

Ed.D. Human Development and Psychology

Specialization: Clinical Developmental Psychology

Dissertation: Developmental Psychopathology: Studies in Adolescent and
Adult Experiences of Psychological Dysfunction

Ed.M.

1975

Mount Holyoke College, South Hadley, MA 1972

A.B., Philosophy

Professional Licensure

Psychologist Health Care Provider, Commonwealth of Massachusetts
Administrator of Special Education, Commonwealth of Massachusetts
School Psychologist, Commonwealth of Massachusetts

Experience

Adjunct Lecturer on Education, Harvard Graduate School of Education 2009

Lecturer in School Psychology, Tufts University, Medford, MA 2006-present

School Psychologist, F. W. Parker Charter Essential School 1995-2008

Devens, MA

Director of Student Services and Special Education Administrator,

F. W. Parker Charter Essential School, Devens, MA 2000-2007, 1995-1997

Instructor, Theodore R. Sizer Teachers Center and The New Teachers
Collaborative (Adolescent Development, Learning Differences in the Classroom)

2000-present

In partnership with Harvard Graduate School of Education 1995-2000

Psychologist, private practice, Kathmandu, Nepal (Psychotherapy, organizational
consulting, and human rights advocacy and training) 1991-1993

- Psychologist**, Massachusetts Correctional Institution, Shirley, MA 1985-1991
Core Faculty for Lifespan Developmental Psychology, Programs in Professional Education, Harvard University Graduate School of Education, Cambridge, MA 1981-1991
Director of Continuing Education and Psychological Assessment Coordinator, Clinical Developmental Institute, Belmont, MA 1981-1999
- Associate in Research** in Psychiatry, School of Medicine, Yale University, New Haven, CT 1980-1981
- Research Assistant** in Psychiatry, School of Medicine, Yale University, New Haven, CT 1978-1980
- Lecturer in Criminal Justice**, Tunxis Community College 1979

Papers and Publications

- Cain E, Latimer K, Quinlan D, Kohorn E, Keating T, Rogers L, Schwartz P. (1981) Initial social work assessment of women with cancer. *Social Work in Cancer Care Proceedings*, Meeting of Social Work Oncology Group: Sidney Farber Cancer Institute.
- Cushman, K, Rogers, L. (2008) *Fires in the Middle School Bathroom*. New York: The New Press (publication date: April).
- Cushman, K, Rogers, L. (2008) What middle school students say about social forces in the classroom. *Middle School Journal*, 39(3), 14-24.
- Cushman, K, Rogers, L. (2007) Using our energy to help us learn: Voices from the middle grades. *Texas Study of Secondary Education*, 16(2), 22-24.
- Kegan RG, Noam G, Rogers L. (1982) The psychology of emotion: A neo-Piagetian view. In D Cicchetti and P Hesse (Eds.), *New Directions for Child Development: Emotional Development*. San Francisco, CA: Jossey Bass.
- Kegan RG, Rogers L, Quinlan D. (1981) Constructive developmental organization of depression. Paper presented in the symposium "New Theoretical Approaches to the Psychology of Depression," American Psychological Association Meeting, Los Angeles, CA. (Later published in *Organization of Individual Knowledge and Its Change*, G Chiari and ML Nuzzo (Eds.). Milan, Italy: Franco Angeli, 1984.)
- Kohlberg L, Colby A, Rogers L, Speicher-Dubin B. (1973) *Standard Form Scoring Manual of Moral Judgment* (First Edition). Cambridge, MA: MERF.
- Quinlan D, Rogers L, Kegan RG. (1980) Developmental complexity and psychopathology. Paper presented to the annual meeting of the Eastern Psychological Association, Hartford, CT.
- Rogers L. (2005) Adolescent risk-taking: Reconceptualizing middle school intervention. Paper presented at the Oxford Round Table, Oxford University.
- Rogers, L. (1996) Assessment: How do we know what the students know? (Invited panelist) New England Charter School Conference. The Harvard Project on Schooling and Children and Education Development Center, Inc. Cambridge, MA.
- Rogers L. (1989) Be silent, be nice: Young women's experiences of psychological

- distress. Paper presented at the Harvard Institute in Development and Psychopathology: Clinical Developmental Perspectives. Cambridge, MA.
- Rogers L. (1989) Moral development: Adolescent assessment and intervention. Workshop for the Institute on Individualized Assessment and Treatment: Planning for Troubled Youth. National Council of Juvenile and Family Court Judges. Albuquerque, NM.
- Rogers L. (1987) Structural influences in the experience of psychological disorder. Paper presented at the Association for Moral Education Conference. Boston, MA.
- Rogers L, Kegan RG. (1991) "Mental growth" and "mental health" as distinct concepts in the study of developmental psychopathology: Theory, research, and clinical implications. In D Keaton, H Rosen (Eds.), *Constructivist Perspectives on Developmental Psychopathology and Atypical Development*. New Jersey: Lawrence Erlbaum Associates.
- Rogers L, Wolf B. (1994) *Counseling Training Manual*, The Centre for Victims of Torture, Kathmandu, Nepal.

Community

Founding Trustee, F. W. Parker Charter Essential School, Devens, MA 1995-present

School Committee Member (Elected) Town of Harvard, MA 1987-1991

Selected Workshops

Parenting adolescents, parents and homework, parents as partners in school design and school reform, classroom-based assessment practices to promote student learning, recognizing adolescent depression, recognizing learning disabilities, classroom management, the adolescent brain, and other topics on learning and development.

SILAS OTNIEL RODRIGUES PINTO, PH.D.

Curriculum Vitae

(Abbreviated)

EDUCATION

Ph.D. School Psychology

August 2007

University of Rhode Island

Kingston RI 02881

Advisor: Paul de Mesquita, Ph.D.

Research Area: Cross-Generational influence of Authority and Acculturation of Cape Verdeans

OTHER EDUCATION

Motivational Interviewing

Summer 2005

Brown University

Center for Alcohol and Addiction Studies

LANGUAGE PROFICIENCY

Cape Verdean Creole Fluent Speaker and Writer

Portuguese Fluent Speaker and Writer in Dialects from Portugal and Brazil

English Fluent Speaker and Writer

Spanish Above average speaker, above average writer

French Communicate fairly well verbally --- better in writing

WORK AND TRAINING EXPERIENCE

Full-Time Lecturer

Sept 08 - Present

Currently working as a full-time lecturer at Tufts University – teaching courses in Developmental Psychopathology, Biological Bases of Behavior, Ethics and Law and Multicultural Psychology.

School Psychologist (Post-Doctorate)

August 2007-Present

Worked as a certified school psychologist at MET High School performing duties such as grant writing, consultation, prevention work, interventions/counseling, groups, psychological assessments/cognitive, report writing, and supervision of Masters Level students in Social Work and Psychology.

Grant Writer **January 2005 – Present**

Work as an executive board member of CACD (Cape Verdean American Community Development) responsible for grant writing and community outreach. Have written state and federal grants funding several youth and adult programs (in leadership, music, ESL and computer resource).

RESEARCH EXPERIENCE

Teen Substance Use **June 2005 to Present**

Brown University, Center for Alcohol and Addiction Studies
Supervisor: Holly Sindelar, Ph.D. and Antonio Spirito, Ph.D.

Currently working on Project Reframe at Brown University examining the effectiveness of Motivational Interviewing with teens 13-17 and their alcohol and substance use. The purpose of the study is to ascertain whether one meeting (using motivational interviewing) with teens (and parents) after a significant experience involving alcohol and other substances will reduce the problem behavior over the next year.

The Cross-Generational Transmission of Parenting Behaviors **Fall 2005 - May 2007**

Doctoral Dissertation

University of Rhode Island, Psychology Department
Major Prof.: Paul Bueno de Mesquita, Ph.D.

Conducting a quantitative study on the cross-generational transmission of parental authority, discipline methods and acculturation in the parenting of Cape Verdean adults. Prepared research proposal and conducted data collection. Analyzing and preparing a final paper, which will be presented at the 2007 APA Conference in San Francisco, CA.

PROFESSIONAL WORKSHOPS AND PRESENTATIONS

Pinto, Silas Otniel. (2002 - 2007). Cross-Generational Transmission of Parenting Values

A series of workshops and presentations at several Cape Verdean and Brazilian cultural centers on the issues of parenting and transition into mainstream American society and its norms on parenting. *This includes a presentation of a proposal to the Prime Minister of Cape Verde (Jose Maria Neves) for funds in order to provide specific parenting services to the aforementioned groups.*

Pinto, Silas Otniel and Lobban, Richard. (2006). Cape Verdean National and Ethnic Identity

Lecture and workshop prepared in collaboration with Dr. Richard Lobban (Professor of Anthropology at RIC) on the issues surrounding Cape Verdean national and ethnic identities. The discussion also included an interactive session on careers related to Cape Verdean studies.

Pinto, Silas Otniel. (2004-2006). Cape Verdean and Brazilian National and Ethnic Identity

Lectured nationally and internationally on issues surrounding Cape Verdean and Brazilian national and ethnic identities.

Pinto, Silas Otniel. (2005). Motivational Interviewing

A brief lecture prepared for graduate students of the University of Rhode Island on motivational interviewing (MI) as a form of counseling. The basics (founder, philosophy, theoretical framework, and current research) were discussed.

Pinto, Silas Otniel. (2005). Capoeira: Philosophy, History and Music

Participated in World Voices conference for youth teaching about Capoeira and its many dimensions. Held an interactive workshop about the present and future of this martial art.

ACHIEVEMENTS

Scholarship from the Graduate School of URI	2007
Certified School Psychologist – State of Rhode Island	2006
University of Rhode Island – Minority Fellowship Award	2005
University of RI Multicultural Center Organization Leadership Award	2002
University of RI Multicultural Center Graduate Student Excellence Award	2001
Association of Social and Behavioral Scientists - President's Award	2000
New England Psychological Association Research Paper Competition Winner	2000
Nominated for the Gates Millennium Scholarship	2000
URI Outstanding Contributions to Psychology – Senior Award	2000
The University of Rhode Island Multicultural Center Award For Outstanding Service Advancing the Cause of Multiculturalism	1999
Nominated for the Rainville Award	1999

AFFILIATIONS

National Association of School Psychologists	2001 – Present
Association of Elite Athletes	2001 – Present
Golden Key National Honor Society	2000 – Present

Alpha Kappa Delta, International Sociology Honor Society	2000 – Present
Psi Chi, The National Honor Society in Psychology	1999 – Present
URI Multicultural Center	1996 – Present
Cape Verdean American Community Development (RI)	2005 – Present
URI's Brazilian Cape Verdean Capoeira Organization	1996 – Present
URI's Cape Verdean Students Association	1996 – Present

CONFERENCES ATTENDED

National Association of School Psychologists Conference Boston, Massachusetts	02/2009
American Psychological Association New Orleans, Louisiana	08/2006
Northern New England School Psychology Conference Concord, New Hampshire	10/2005
Rhode Island Teachers of Psychology Conference Providence, Rhode Island	10/2005
Latino Psychology Conference Providence, Rhode Island	10/2002
Effective Group Psychotherapy: Direct Facilitation (NSU) Fort Lauderdale, Florida	10/2001
International Nonviolence Conference Kingston, Rhode Island	08/2001
New England Sociological Association Conference Salem, Massachusetts	04/2000
Association of Social and Behavior Scientists Conference Jackson, Mississippi	03/2000
National Urban League Conference	07/1994

Appendix E: Proposal to Graduate Program and Policy Committee



TO: Graduate Programs and Policy Committee
FROM: School Psychology Program Faculty: Steve Luz-Alterman, Silas Pinto, Laura Rogers
DATE: April 29, 2009
RE: Proposed revisions in the School Psychology Program for 2009-10 & 2010-11

The School Psychology Program is seeking program re-approval from NCATE / NASP. Our program is currently approved through December 31, 2010, and our materials for re-approval must be submitted by September 1, 2010. The program was last fully approved in 2003. Based upon feedback from that review, examination of other school psychology program curricula, consideration of the NASP domains of practice, self-directed program evaluation, and input from students, we have identified a number of curricular areas requiring revision, expansion, and/or elaboration. These areas are: 1) assessment practices, especially with respect to curriculum based measurement and response to intervention; 2) prevention, universal interventions, and school climate; 3) systems level issues and systems level change; and 4) flexibility and choice, including some opportunity for independent research or applied focus, and options in the third year case studies.

Our proposal for addressing these curricular concerns is detailed below. We have changed the titles and descriptions of several courses to respond to the issues raised. In addition, we have made three main structural changes to note. These are:

1) We have eliminated ED 270, Intermediate Statistics for Educational Research as a required course. The content of this course will be replaced with statistical knowledge necessary to the daily practice of school psychology such as data-based decision making, single subject research designs, progress monitoring, graphing, goal attainment scaling, non-overlapping data points, and outcome evaluation. This content will be distributed among several other courses where the concepts will be applied to practice based contexts. These courses are potentially ED 230, ED 241, ED 243, ED 246, ED 249, ED 253, ED 254, and ED 255.

2) A new course, ED 274 Methods of School Psychology Research, will be created to address the specific needs of students in the program and will replace ED 271 Methods of Educational Research, which was designed to address needs of other programs. Please see the attached course description.

3) A new course ED 275, Seminar in Advanced School Psychology Research, will constitute a guided independent research or applied focus course. Students may either

pursue an area of interest or audit an elective course and generate a project for independent study from that content area. Courses to audit could include, but are not limited to, those courses currently available as the second course in exceptionalities.

4) The Learning Disabilities course, ED 144, will be changed to a 200 level graduate only course (ED 244). This course will be required as a capstone experience in the assessment sequence and will be offered in summer session I following the second year. Please see the attached course description.

Another change that we began implementing this year was to award course credit for our seminar accompanying our students first year field placements. Previously, we have offered this seminar for no credit, and it has been referred to as the Pre-practicum Seminar. However, since faculty time is allotted to this seminar in terms of teaching loads, this year it was given the Special Topics designation and numbered ED 291. Students receive one half credit per semester equivalent to one course credit for the year. We propose formalizing this course as ED 221 entitled First Year Seminar in School Psychology Practice. Please see the attached course description.

Our final recommendation involves the degrees awarded as our students progress through the School Psychology Program. At present, our students receive the Master of Arts (M.A.) upon completion of the first twelve courses, and the Certificate of Advanced Graduate Study (C.A.G.S.) upon completion of the remaining eleven courses. We are proposing that we change from the C.A.G.S. to the Educational Specialist (Ed.S.) degree. There are several reasons for this recommendation. First, national training standards designate programs such as ours as 'Specialist Level' programs. The Ed.S. degree is consistent with this usage. Second, numerous other specialist level programs nationally award the Ed.S. as the culminating degree. Third, the C.A.G.S. is limited to regional recognition and is largely unknown in other parts of the country. Finally, the word 'certificate' is often associated with a less rigorous course of study and not considered as the equivalent of a degree. This difficulty has occurred for one of our students within Tufts when he was told that the Loan Repayment Assistance Program did not apply to certificate programs.

With the Graduate Program and Policy Committee's approval, we would like to move forward with the above recommendation as soon as possible.

Proposed revisions in the School Psychology Program for 2009-10 & 2010-11 Course Titles and Descriptions

(Current titles and descriptions are shown in small print and indented; these are followed by new title and description in larger font)

YEAR 1: Fall Semester

ED 230 SEMINAR IN PSYCHOLOGICAL STUDIES IN EDUCATION

Study of selected issues in human development and learning as they apply to educational settings. Topics include constructivist and sociocultural approaches to learning, development, intelligence, education, and others, chosen according to the interests of the seminar leader and participants.

ED 230 FOUNDATIONS OF LEARNING, COGNITION, AND ACADEMIC INTERVENTION

This course explores theories of cognitive development and learning and their relevance to education and academic interventions. Readings will compare and contrast biological, environmental, constructivist, information processing, and socio-cultural approaches to the analysis of learning and cognition from infancy to adolescence. In analyzing these different perspectives on cognitive growth, students are invited to evaluate approaches to academic interventions in school settings and the diverse needs of learners. The main goal of this course is to develop an understanding of the questions: What is learning? How does learning occur? And what can adults do to scaffold a child's cognitive development and learning?

ED 237 THEORY AND PROCESS OF PSYCHOTHERAPEUTIC INTERVENTION: PSYCHODYNAMIC AND HUMANISTIC

Theories and techniques of psychotherapeutic interventions for children and adolescents from psychodynamic and humanistic perspectives. Clinical interviewing, use of videotapes, role-play, and material from student field placements. Limited enrollment.

ED 237 COMMON FACTORS IN COUNSELING: EVIDENCE-BASED APPROACHES TO BUILDING STRONG RELATIONSHIPS

This course will consider multiple perspectives as possible frameworks for an integrative model of counseling in schools, including multicultural, relational, eco-systemic, and problem solving. Student practice will focus upon listening, establishing therapeutic relationships, interviewing skills, and developing the core facilitative conditions for positive change

ED 241 PRINCIPLES OF PSYCHOEDUCATIONAL ASSESSMENT

Conceptual, technical, practical, ethical, and legal issues related to psychoeducational assessment of school-aged children and adolescents. Standards for educational and psychological testing, including validity, reliability, norming, test development, avoidance of cultural bias, and general guidelines for test use. Overview of the major types of assessment methods (i.e., standardized test, direct observation, questionnaire, interview, and

review of permanent products). Advantages and disadvantages of group and individually administered tests. Guidelines for oral and written communication of assessment results.

ED 241 FOUNDATIONS AND CONTEMPORARY PRACTICES IN PSYCHOEDUCATIONAL ASSESSMENT

This course will address the individualized academic assessment of children in schools. Three main areas of study will be focused upon in the context of a problem-solving framework: a) measurement statistics and principles of test construction; b) formal assessment measures through a review of standardized achievement tests; c) other assessment tools including informal techniques, criterion-based measures, RTI, and CBM. Students will learn to administer and interpret results from commonly used standardized tests of achievement within an ecological context, and to communicate these results in oral and written form. The link between assessment and intervention will be emphasized.

ED 142 EDUCATION OF THE EXCEPTIONAL CHILD (no change)

Characteristic features, methods of diagnosis, psychological factors, and, where known, etiology of forms of the exceptional including persons who are gifted, mentally retarded, blind, deaf, language impaired, and emotionally disturbed. Educational planning within each form of exceptionality. Current state and federal legislation pertaining to the education of children with various disabilities.

ED 253 BIOLOGICAL BASES OF BEHAVIOR IN EDUCATIONAL SETTINGS

Explore topics in health, pediatric psychology, and neuropsychology relevant to those working with children and adolescents in educational and clinical settings. Review influences of biologically-driven states and neuropsychological variables on learning and development. Explore biological mechanisms underlying childhood disorders, with attention to the neurobehavioral profiles of common childhood disorders, including learning disabilities.

ED 253 BIOLOGICAL BASES OF BEHAVIOR IN EDUCATIONAL SETTINGS

A comprehensive consideration of topics in neuropsychological research. Explore biological mechanisms underlying psychological disorders, with particular attention to the neurobehavioral profiles of childhood disorders in educational settings.

ED 221 FIRST YEAR SEMINAR IN SCHOOL PSYCHOLOGY PRACTICE

(new course, half credit)

This seminar will focus upon the integration of content knowledge and skill development with student's initial observations of school based practice. The development of culturally competent practice is emphasized.

YEAR 1: Spring Semester

ED 243 ASSESSMENT AND DIAGNOSIS OF COGNITIVE ABILITIES

Assessment of cognitive functioning of mainstream and exceptional populations through administration and interpretation of individual intelligence tests and techniques, including Wechsler scales, Stanford-Binet, McCarthy, and others. Clinical diagnosis of abilities, preparation of individualized psychological reports and development of instructional

programming from test results in the context of understanding intellectual abilities as part of the larger educational process.

ED 243 ASSESSMENT OF COGNITIVE ABILITIES

The purpose of this course is to provide knowledge and skill in the area of cognitive and intellectual assessment. The course is designed to (a) introduce students to the process of standardized intellectual assessment, (b) develop skills for administering and critically evaluating the results of standardized measures of cognitive and intellectual functioning, (c) evaluate and integrate information obtained during the assessment process with other sources of information about the child's learning and behavior, (d) communicate assessment findings in both written and oral formats in a clear manner to a variety of audiences, and (e) consider the role that cognitive and intellectual functioning play in the classification and programming for students with disabilities.

ED 245 LIFE-SPAN DEVELOPMENT

Critical study of developmental processes with a focus on the psychological, cultural, and historical factors which shape the life course. An applied developmental ecological perspective will be used to study key developmental themes, including social, affective, identity, and adult development, among others.

ED 245 SOCIAL AND EMOTIONAL DEVELOPMENT IN CHILDHOOD AND ADOLESCENCE

This course explores human growth and development over the lifespan, critically examining the ways in which relationships, identity, culture, cognition, and human biology interact to shape an individual. Developmental issues, beginning with attachment in infancy, social and emotional development in childhood, identity in adolescence and young adulthood, and vocational growth in young adulthood, are discussed. Students will draw on psychological, sociological, educational, literary, and artistic perspectives to scaffold their understanding of human development.

ED 249 MULTICULTURAL ISSUES IN COUNSELING AND PSYCHOTHERAPY

Culture and ethnicity as psychological variables and as factors in human development. Impact of a counselor's ethnicity on the delivery of professional mental health services. Problems encountered by helping professionals in cross-cultural settings.

ED 249 ISSUES IN MULTICULTURAL THEORY, RESEARCH, AND PRACTICE IN SCHOOLS

Culture and ethnicity as psychological variables and as factors in human development. Focus on multicultural and cross-cultural considerations with emphasis on theory, research, and practice in mental health service.

ED 271 METHODS OF EDUCATIONAL RESEARCH

An introduction to research methods employed in conducting and understanding educational and psychological research. Topics will cover quantitative and qualitative methods and basic research concepts and techniques. Each student will develop a research proposal suitable for master's thesis work.

ED 274 METHODS OF SCHOOL PSYCHOLOGY RESEARCH

(new course, replaces ED 271)

An introduction to research methods employed in conducting and understanding educational and psychological research. Topics will cover quantitative and qualitative methods in single-subject and small group designs.

ED 221 FIRST YEAR SEMINAR IN SCHOOL PSYCHOLOGY PRACTICE

(new course, half credit)

This seminar will focus upon the integration of content knowledge and skill development with student's initial observations of school based practice. The development of culturally competent practice is emphasized.

1 COURSE IN SOCIAL AND CULTURAL FOUNDATIONS

Summer Session I Following Year 1

ED 255 ISSUES IN SCHOOL PSYCHOLOGY

The activities of the school psychologist with particular emphasis on his/her position in relation to special education law. Philosophic, ethical, and administrative issues of the professional school psychologist and his or her relationship to other professions and disciplines. Use of case material.

ED 255 PROFESSIONAL PRACTICE, ETHICS, AND THE LAW IN SCHOOL PSYCHOLOGY

Contemporary roles and functions of the psychologist in schools within the historical, ethical, and legal framework of the profession. Particular emphasis on systems level change and educational policy.

ED 140 BEHAVIOR MANAGEMENT IN THE CLASSROOM (no change)

Theory, research, and practice of management of student behavior in elementary and high school classrooms. Practical and empirically derived classroom-based interventions intended to have beneficial effects on the academic, behavioral, social, or emotional functioning of children and adolescents, including but not limited to individualized contingency contracts, group token economics, and student self-management training. An iterative, problem-solving approach to intervention will be emphasized.

Summer Session II Following Year 1

ED 252 GROUP DYNAMICS IN EDUCATIONAL SETTINGS (no change)

The structure, functions, and dynamics of groups. Observation and analysis of group structures and functions, interactions and dynamics of change in groups, effects of the group on the individual, and effects of the individual on the group. The class will be part of its own laboratory. Limited enrollment.

Foundations course as needed

YEAR II: Fall Semester

ED 231 PRACTICUM IN SCHOOL PSYCHOLOGY (no change)

Supervised 600-hour experience in the practice of school psychology under direction of practicing licensed school psychologist. Participation in team evaluations, diagnostic prescription writing, and conferences with parents and school personnel. Two courses.

**ED 238 THEORY AND PROCESS OF PSYCHOTHERAPEUTIC INTERVENTION:
COGNITIVE BEHAVIORAL AND FAMILY SYSTEMS**

Theories and techniques of psychotherapeutic interventions for children and adolescents from cognitive-behavioral and family systems perspectives. Use of videotapes, role-play, and material from student field placements. Limited enrollment.

**ED 238 ADVANCED APPROACHES TO COUNSELING: COGNITIVE
BEHAVIORAL AND FAMILY SYSTEMS**

The fundamental assumptions of assessing cognition for intervention with internalizing and externalizing problems will be presented and practiced with an emphasis on rational emotive behavioral approaches. The basic ideas of family systems theory will be used to consider the relationship between schools and families, and the critical importance of creating shared responsibility for the school success of children and adolescents.

ED 246 PERSONALITY ASSESSMENT OF CHILDREN AND ADOLESCENTS

Introduction to the administration, scoring, interpretation, and critical examination of selected personality assessment instruments from different theoretical orientations within a cultural context. Case histories to examine the links between the referral question, the selection of assessment methods, the assessment results, and recommended interventions. Experience in integrating cognitive, academic, and personality assessment data in developing a comprehensive assessment report.

ED 246 SOCIAL, EMOTIONAL, AND BEHAVIORAL ASSESSMENT

This course provides an introduction to social, emotional, and behavioral assessment in children and adolescents. By employing different theoretical perspectives on development and using a variety of methods, including structured and semi-structured interviews, informant and self-reports, direct observation, and narrative and graphic techniques, students will gain experience in the systematic analysis of social/emotional/behavioral problems of childhood in an ecological context. Using case histories we will develop a problem-solving approach to defining referral questions, selecting assessment methods, analyzing results, and designing and evaluating interventions resulting in a comprehensive evaluation report with clear recommendations for intervention.

ED 254 DEVELOPMENTAL PSYCHOPATHOLOGY IN EDUCATIONAL SETTINGS

Explore the psychological disorders and conditions encountered in children and adolescents in educational and clinical settings. Review defining traits, developmental trajectories, risk and protective factors, school-related problems, and assessment and intervention strategies. Apply an ecological and systemic perspective to the understanding of childhood psychopathology.

**ED 254 DEVELOPMENTAL PSYCHOPATHOLOGY IN EDUCATIONAL
SETTINGS**

An ecological, multicultural, and developmental approach to understanding, assessing, diagnosing, and developing interventions for childhood psychopathology.

YEAR II: Spring Semester

ED 232 PRACTICUM IN SCHOOL PSYCHOLOGY (no change)

Supervised 600-hour experience in the practice of school psychology under direction of practicing licensed school psychologist. Participation in team evaluations, diagnostic prescription writing, and conferences with parents and school personnel. Two courses.

ED 256 CONSULTATION FOR DIAGNOSTIC PRESCRIPTIONS

Experience in writing and synthesizing psychological information into educational plans for individual and group remediation. Discussion of the theories of educational prescriptions and consultation to teachers.

ED 256 SCHOOL-BASED CONSULTATION

The purpose of this course is to provide students with the knowledge and skills necessary for a broad-based and pragmatic approach to collaborative consultation and problem-solving within a school context. We will explore collaborative consultative processes, drawing from current perspectives on consultation practices and issues. The complex dynamics of the consultant-consultee relationship as well as the evaluation of the process and outcomes within a problem-solving model of consultation will be examined through course readings, course consultation experiences, and a field-based consultation.

ED 275 SEMINAR IN ADVANCED SCHOOL PSYCHOLOGY RESEARCH

(new course)

Course provides an opportunity for students to propose and conduct a research project within an area of interest. The course will take a collaborative approach to addressing the various topics focusing on individuals, groups or systems level school-based problems.

Prerequisite: Ed 271

Elective list: CD 143 The Inclusive Classroom

CD 190 Young Children with Special Needs

CD 193 Pediatric Psychology

CD 195 Language Disorders in Children

CD 197 Learning Disorders

CD 243 Advanced Seminar in Reading, Dyslexia, and the Brain

(seminar only)

Or other elective course

Summer Session I Following Year II

ED 144 LEARNING DISABILITIES

An introduction to learning disabilities to help in the identification and remediation of children with learning problems. Current diagnostic and remedial approaches will be discussed.

ED 244 ASSESSMENT AND INTERVENTION FOR LEARNING PROBLEMS IN THE CLASSROOM

This course will further students' knowledge of learning disabilities focusing upon assessment, classification, identification, collaboration, and intervention planning within a problem-solving framework. Through field-based case studies, students will: a)

enhance their assessment and intervention planning skills for students with learning problems; b) compare traditional and RTI models of identification and intervention planning; c) consider student learning problems within the broader contexts of schools, communities, and local and national policies.

Summer Session II Following Year II

ED 252 GROUP DYNAMICS IN EDUCATIONAL SETTINGS (no change)

The structure, functions, and dynamics of groups. Observation and analysis of group structures and functions, interactions and dynamics of change in groups, effects of the group on the individual, and effects of the individual on the group. The class will be part of its own laboratory. Limited enrollment.

Foundations course as needed

YEAR III

ED 257 ADVANCED INTERNSHIP IN SCHOOL PSYCHOLOGY (no change)

Supervised 1,200-hour clinical experience, 600 hours of which must be in a school setting under the supervision of a practicing licensed school psychologist. The remaining 600 hours may be completed in a clinical setting under the supervision of a licensed psychologist. Participation in delivery of all aspects of psychological services showing advanced understanding of professional practice. Two courses.

ED 258 ADVANCED INTERNSHIP IN SCHOOL PSYCHOLOGY (no change)

Supervised 1,200-hour clinical experience, 600 hours of which must be in a school setting under the supervision of a practicing licensed school psychologist. The remaining 600 hours may be completed in a clinical setting under the supervision of a licensed psychologist. Participation in delivery of all aspects of psychological services showing advanced understanding of professional practice. Two courses.