

**Addendum
To the
2018-2019
Graduate
Catalog**

DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM

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MISSION AND OBJECTIVES

The mission of Marist's School Psychology Graduate Program is to prepare school psychologists as scientist-practitioners who provide effective and ethical services to a diverse range of students, families, and school professionals. The program follows the scientist-practitioner philosophy and trains candidates to understand, evaluate, utilize, and disseminate research that can be utilized as part of effective evidence-based services provided in the schools. The field of school psychology is in transition and today's school psychologists must function as effective educational consultants, intervention strategists, and counselors in addition to their historical role as psychometricians. As a result, course content is continuously reviewed and adjusted to meet the changing dynamics in the field, New York State requirements, and NASP professional standards.

Marist College offers the MA degree in School Psychology. The MA in School Psychology is a 62-credit program that includes coursework, a practicum, and an internship. Following the New York State Education Department's (NYSED) regulations, the academic qualifications for provisional certification as a school psychologist require a minimum of 60 semester hours of graduate study inclusive of a college-supervised internship in the field of school psychology. Within the total program of preparation as a school psychologist, the candidate must complete a master's degree. Marist College's 62-credit MA in School Psychology is NYSED-approved and NASP-approved. Marist College is accredited under the National Council for Accreditation of Teacher Education (NCATE) Standards through the CAEP Accreditation System. Marist College will seek accreditation under the Council for the Accreditation of Educator Preparation (CAEP) Standards in spring 2020. Formed in 2013, CAEP is the single specialized accreditor for educator preparation, and administers NCATE accreditation.

In addition to coursework, candidates must meet three New York State Education Department requirements during the first year of the program that are necessary for certification as a school psychologist. They must complete the Child Abuse Identification, Schools Against Violence in Education (SAVE), and DASA seminars. Completion of these seminars is included on candidate transcripts. Students who complete a NYS seminar off campus must submit verification to the Program Director. Candidates must complete the NYS seminars and the required fingerprinting process before registering for practicum. Coursework continues through the second year while candidates complete a 300 hour practicum in the schools.

In the third year of the program, candidates register for the School Psychology Internship/Seminars concurrently; seminars meet on a weekly basis during both fall and spring semesters. While completion of all coursework is recommended before beginning the internship, a minimum of 47 credit hours must be completed, including the following courses: PSYH 600, PSYH 616, PSYH 617, PSYH 618, PSYH 705, PSYH 706, PSYH 625, PSYH 602, PSYH 601, PSYH 505, PSYH 640, PSYH 645, PSYH 610, and 611. Candidates must also pass the Praxis II Exam in School Psychology before registering for internship. Candidates take PSYH 710 during the fall and PSYH 711 during the spring. Internships require 1,200 hours (5 days per week) within the school setting over the course of the school district's academic year. The internship must be completed in a state-approved public school district. In addition to other conditions, the practicum and internship may not be completed in a school district where the candidate is employed. All field placements must be approved by the program and meet the conditions and requirements established by the program. Candidates in the School Psychology Program complete the internship in June and receive their degrees in August after successfully completing all program requirements.

ADMISSIONS REQUIREMENTS

Admissions requirements for the MA in School Psychology are:

- an earned baccalaureate degree from an accredited college or university;
- completion of undergraduate courses in general psychology, statistics, and psychological research methods (recommended, but not required, is a course in psychological testing);
- achievement of a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which 4.0 is equivalent to an A grade;
- submission of a written personal statement of at least 500 words describing your background, experiences and goals, and how these factors relate to your desire to become a school psychologist;
- submission of three letters of recommendation from former faculty members or employment supervisors;
- an on-campus interview with School Psychology Faculty.

DEGREE REQUIREMENTS

To qualify for the master's degree in school psychology, a candidate must:

- complete all requirements no later than seven years after matriculation;
- complete a total of 62 credits as prescribed in the curriculum requirements, including an approved school psychology internship;
- earn a minimum passing grade of B in all courses (P in Practicum and Internship courses);
- maintain a 3.0 cumulative grade-point average in graduate courses;

- successfully complete the candidate portfolio no later than June 1 of the calendar year in which the candidate expects to graduate;
- complete NYS Child Abuse Identification, Project SAVE, and DASA seminars;
- complete NYS Fingerprinting process;
- pass the School Psychology Praxis II Examination using the NASP passing score for national certification as the passing criterion.

TRANSFER CREDITS

Applicants to the school psychology program who have earned graduate credits in psychology short of a master's degree at other institutions will also have their transcripts evaluated. Acceptance of credits will be determined using the transfer course advisement sheet. In addition to content and other requirements detailed on the sheet, a course grade of B or better is required for acceptance of any transfer credits. A maximum of 6 graduate credits can be transferred into the program from another accredited institution.

ADVISEMENT

The program director serves as the advisor for all master's candidates. Candidates are encouraged to have regular meetings with their faculty advisor for purposes of discussing academic progress and planning.

PROBATIONARY STATUS

A minimum grade-point average (GPA) of 3.0 in graduate courses attempted is a requirement for graduation. If at any time the candidate's GPA falls below 3.0, the candidate will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

If placed on probation, the candidate is expected to take immediate steps to raise the GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. **NOTE:** while a grade of B in any subsequent course may raise a GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above.

A candidate is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If, after attempting 12 credit hours, the GPA has not been raised to 3.0, the candidate will be dismissed from the program.

Probation or dismissal can also occur for non-academic reasons. The MA in School Psychology program educates and trains practitioners, and in this regard has a responsibility to safeguard the welfare of the public. In order to ensure community well-being, the department reserves the right to put on probation, or dismiss from the program, any candidate it judges to be ethically or psychologically unfit to function as a professional school psychologist. Such judgments can be made at any time during the program, but candidates will be advised as soon as faculty are aware of potential problems.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive basis to full-time candidates. Assistants work with faculty in the School of Social & Behavioral Sciences and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities, and related work. For further details, contact the Director of the School Psychology Program.

SCHOOL PSYCHOLOGY CURRICULUM SUMMARY

Master of Arts in School Psychology

PSYH 600	Professional Orientation & Ethics in School Psychology	3 credits
PSYH 612	Developmental Psychology	3 credits
PSYH 616	Cognitive Assessment	3 credits
PSYH 511	Application of Personality Theory to School Psychology	3 credits
PSYH 620	Research Design & Data Analysis in School Psychology	3 credits
PSYH 617	Academic Assessment	3 credits
PSYH 601	Learning Disabilities	3 credits
PSYH 607	Psychopathology for School Psychologists	3 credits
PSYH 505	Educational Psychology for School Psychologists	3 credits
PSYH 631	Neuropsychology of Learning	3 credits
PSYH 705	Individual Counseling	3 credits
PSYH 618	Social, Emotional, & Behavior. Assess.	3 credits

PSYH 602	Consultation in the Schools	3 credits
PSYH 610	School Psychology Practicum I	1 credit
PSYH 611	School Psychology Practicum II	1 credit
PSYH 706	Group Counseling	3 credits
PSYH 640	Academic & Behavioral Interventions	3 credits
PSYH 608	Multicultural Counseling	3 credits
PSYH 625	Cog. Behav. Therapy w/Children & Adolescents	3 credits
PSYH 645	School Crisis Prevention and Intervention	3 credits
PSYH710	School Psychology Internship I	3 credits
PSYH711	School Psychology Internship II	3 credits

TOTAL: 62

SCHEDULE

The graduate program in School Psychology is designed to be completed in six semesters of full-time study and two summer sessions. Fall and Spring courses typically meet in the evening from 5:00 PM to 9:00 PM. The College follows a traditional semester calendar. Graduate classes are also offered during the summer sessions.

MARIST COLLEGE MA SCHOOL PSYCHOLOGY STUDY SEQUENCE

FIRST YEAR

Fall

PSYH 600	Prof. Orient. & Ethics in School Psych.
PSYH 612	Developmental Psychology
PSYH 511	Application of Personality Theory to School Psychology
PSYH 616	Cognitive Assessment

Spring

PSYH 620	Research Design & Data Analysis in School Psych.
PSYH 607	Psychopathology for School Psychologists
PSYG 617	Academic Assessment
PSYH 601	Learning Disabilities

Summer

PSYH 505	Educational Psychology for School Psychologists
PSYG 631	Neuropsychology of Learning

SECOND YEAR

Fall

PSYH 705	Individual Counseling
PSYH 618	Soc., Emotional, & Behav. Assessment
PSYH 602	Consultation in the Schools
PSYH 610	Practicum I

Spring

PSYH 706	Group Counseling
PSYH 640	Academic & Behavioral Interventions
PSYH 608	Multicultural Counseling
PSYH 611	Practicum II

Summer

PSYH 625	Cognitive Behavioral Therapy with Children & Adolescents
PSYH 645	School Crisis Prevention and Intervention

THIRD YEAR

Fall

PSYH 710	Internship I
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Spring

PSYH 711	Internship II
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Graduate Courses in School Psychology (PSYH Designation)

PSYH 511

Application of Personality Theory to School Psychology

3 Credits

This course provides an examination of human personality from three broad perspectives: psychoanalytic, learning-theory, and humanistic-existential. Primary and secondary sources are used. Implications for psychotherapy are explored.

PSYH 600

Professional Orientation & Ethics in School Psychology

3 Credits

This course serves as an introduction to the field of school psychology. It presents a history of the profession and an introduction to the legal, professional, and ethical guidelines within the field. Students will learn about the various roles and functions of school psychologists and how school psychologists operate within the school system. Students will develop an understanding of the professional resources utilized by school psychologists and how the training requirements for school psychologists apply to practice. Current issues within the field will also be discussed.

PSYH 601

Learning Disabilities

3 Credits

The purpose of this course is to prepare school psychologists to serve as members of a multidisciplinary support team for students with learning disabilities. Students acquire particular expertise in instructional strategies and in reconciling the many different understandings of learning disabilities that may exist among team members.

PSYH 602

Consultation in the Schools

3 Credits

The study of school-based consultation: theory, techniques, and practice. Course provides information on the barriers to school change and the critical role of consultation in prevention of school failure. It also includes development of knowledge of the consultation process and preliminary skills in consulting. Students develop an understanding of the school as an organization (culture) and the relationship of organizational factors to the consultation process.

PSYH 607

Psychopathology for School Psychologists

3 Credits

The course considers abnormal behavior from an historical perspective, according to contemporary psychological models and the classification system of the American Psychiatric Association. This course stresses the etiology and diagnosis of abnormal behavior patterns. Implications for psychotherapy and biological forms of therapy are also explored.

PSYH 608 Multicultural Counseling

3 Credits

This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, and skills necessary to provide effective and appropriate services to clients who come from diverse cultural backgrounds. In addition to sensitizing students to the experiences, world views, and within-group differences of several racial/ethnic minority populations, the course provides an overview of the sociopolitical nature of counseling approaches and the way counseling has historically struggled to provide culturally appropriate interventions.

PSYH 610 AND 611

School Psychology Practicum I and II

1 Credit each

The School Psychology Practicum is an integral part of professional training. Experiences are offered in a variety of settings and enable students to apply skills acquired through coursework. Students are required to complete 120 hours on site during each practicum. All field placements must be approved by the Field Placement Coordinator. Students register for the same instructor for Practicum I (fall) and Practicum II (spring). **Prerequisites:** 24 graduate credits including PSYH 600, PSYH 616, PSYH 617, completion of the Child Abuse Identification, Violence Prevention, and DASA Seminars. Completion of the fingerprinting process through the NYS Education Department is also required.

PSYH 612

Developmental Psychology

3 Credits

This course focuses on the study of changes in human behavior with increased age through discussion in some detail of basic concepts, research methodology, current empirical evidence, and theoretical formulations, which constitute contemporary developmental psychology. This course provides a lifespan perspective on development with particular emphasis on children and adolescents. Course material is aimed at providing students with a knowledge base from which to make distinctions between normal and abnormal development and a framework for

possible remediation where abnormalities are found to occur.

PSYH 616

Cognitive Assessment

3 Credits

Presents aspects of assessment related to intelligence/cognitive skills including norm-referenced tests, interviews, observations, and informal assessment procedures, including the history and theory of these procedures and their particular relevance and utility to school settings. Reviews useful statistical and measurement concepts, particularly as they apply to interpreting assessment results to parents and school personnel. Practical skills are obtained through role-play administration and examination of standardized cognitive assessments. Students will prepare reports based on role-play administration which becomes part of student's ongoing portfolio.

PSYH 617

Academic Assessment

3 Credits

This course focuses on the assessment of academic problems in areas such as reading, mathematics, and written language. The norm-referenced academic/achievement assessments that school psychologists typically utilize will be covered in depth. Curriculum-based measurement is also covered. Students will learn about the administration, scoring, and interpretation of these assessments. The course will also explore why and how assessment techniques must consider the needs of culturally and linguistically diverse students.

PSYH 618

Social, Emotional, & Behavioral Assessment

3 Credits

This course provides an introduction to various techniques currently utilized in the assessment of social, emotional, and behavioral functioning. A brief history of social, emotional, and behavioral assessment is also presented. Techniques covered include interviews, behavioral observations, projective assessment, and norm-referenced rating scales. Functional Behavioral Assessment is also covered. The course details how these techniques can be utilized to assess students who may have symptoms related to Attention-Deficit/Hyperactivity Disorder, depression, anxiety, and Autism spectrum disorders.

PSYH 620

Research Design & Data Analysis in School Psychology

3 Credits

This course explores the most common research designs and analysis techniques utilized by school psychologists. It provides an introduction to research in the schools through the single-subject and group designs that are used as part of the Response to Intervention (RTI) and program evaluation models, respectively. The purposes and processes of Response to Intervention and program evaluation in the schools will also be covered. Students will be introduced to and utilize the statistical tools commonly available to school psychologists.

PSYH 625

Cognitive-Behavioral Therapy with Children & Adolescents

3 Credits

This course serves as an introduction to cognitive-behavioral therapy. The foundations, history, and techniques of cognitive-behavioral therapy will be covered. Students will explore the relationships between theory, therapy techniques, and evidence-based practice. Cognitive-behavioral therapy techniques that can be used when working with children and adolescents will be emphasized.

PSYH 631

Neuropsychology of Learning

3 Credits

This course is designed to provide students with an overview of neuropsychology as it applies to children within a school setting. It will include an understanding of functional neuroanatomy and major theoretical approaches to neuropsychological assessment. The underlying neural processes of attention, memory, and executive function will be presented along with suggested measures of assessment and intervention, within the framework of Response to Treatment Intervention. The students will also understand the neurological bases of common disorders such as speech and language, nonverbal learning disabilities, acute lymphocytic leukemia, Attention Deficit Hyperactivity Disorder, Tourette's syndrome, lead poisoning, Asperger's syndrome/Autism, as well as the neuropsychology of emotions. Reading, math, spelling, handwriting, and written language disorders will be understood and assessed from a neuropsychological perspective. Evidence-based interventions for reading will also be discussed.

PSYH 640

Academic & Behavioral Interventions

3 Credits

This course explores the types of academic and behavioral interventions that school psychologists utilize within the schools. These types of interventions apply to students in both general education and special education programs. From the academic realm, it includes interventions related to reading, mathematics, and written language. Behavioral interventions include those related to working with students diagnosed with disorders such as Autism, Attention-Deficit/Hyperactivity Disorder, and students experiencing difficulty with social skills, bullying, or aggression. Interventions will be discussed through the framework of evidence-based practice. Students will have the opportunity to integrate and evaluate these types of interventions into a single-subject Response to Intervention research design.

PSYH 645**School Crisis Prevention and Intervention**

3 Credits

This course provides an overview of the types of crises that students and school personnel encounter. The roles of prevention and Intervention are discussed within the context of K-12 schools. Topics covered include establishing a safe and resilient school environment, protective factors, crisis response, bullying, the role of social media, violence, suicide, grief, the Impact of war, and natural disasters.

PSYH 705**Individual Counseling**

3 Credits

This course examines the process involved in individual counseling and psychotherapy. Supportive, re-educative, and reconstructive approaches to therapeutic interaction are explored. Various theoretical approaches to understanding personality change are examined. This course assumes a lifespan perspective on therapeutic interaction. Counseling techniques with children and adolescents will be emphasized.

Prerequisite: 24 graduate credits

PSYH 706**Group Counseling**

3 Credits

This course introduces students to theories and methods of group interventions with children and adolescents. The course examines historical perspectives, various theoretical orientations, and specific group and conjoint therapy techniques and strategies.

Prerequisite: PSYH 705 Individual Counseling

PSYH 710 and 711**Internship in School Psychology I and II**

3 Credits each

The school psychology internship and seminars are designed to give interns the opportunity to translate and continue to develop their strong theoretical background into sound professional practice. Through the practical experience, the school psychology intern is given the opportunity and the support he or she will need to function as an effective school psychologist.

The seminars focus on integrating and applying the intern's knowledge of psychology within a school setting. Topics include:

(1) the history and foundations of school psychology, (2) current and future perspectives in school psychology, (3) legal, ethical, and legislative issues in the provision of school psychological services, and (4) school psychological interventions with a focus on children, staff, and programs.

Students serve as interns for 1,200 hours (600 minimum per semester) in a state-approved public school district during the academic year. Students register for the same instructor for the fall and spring semesters. PSYH710 is completed during the fall and PSYH711 is completed during the spring semester. All placements must be approved by the Field Placement Coordinator.

Prerequisites: PSYH 600, PSYH 601, PSYH 602, PSYH 610, PSYH 611, PSYH 616, PSYH 617, PSYH 618, PSYH 625, PSYH 705, PSYH 706, PSYH505, PSYH 640, and PSYH645. Candidates must also pass the Praxis II Exam in School Psychology before registering for Internship.

School Psychology Program Faculty

STEPHANIE GRELLA Adjunct Professor of Psychology. *Degrees:* Ph.D., University at Buffalo, SUNY. *Certifications:* New York State Certified School Psychologist

MARIE-EDITH LEMY Adjunct Professor of Psychology. *Degree:* Ph.D., Seton Hall University. *Certifications:* NYS Certified School Psychologist, NYC Licensed Bilingual School Psychologist

NICHOLAS MONTANY Adjunct Professor of Psychology. *Degree:* Psy.D., Fairleigh Dickinson University. *Certifications:* New York State Certified School Psychologist, Diplomate in School Neuropsychology

PATRICK S. O'DONNELL Associate Professor of School Psychology. Director of the School Psychology Graduate Program, School Psychology Graduate Program Certification Officer. *Degree:* Psy.D., University at Albany, SUNY. *Certifications:* Nationally Certified School Psychologist, New York State Certified School Psychologist, New Jersey State Certified School Psychologist

ELIZABETH QUINN Associate Professor of Psychology. *Degree:* Ph.D., Union Institute. *Certifications:* Licensed Mental Health Counselor

STACY A.S. WILLIAMS Assistant Professor of Psychology, Field Placement Coordinator. *Degree:* Ph.D., UMass Amherst. *Certifications:* Nationally Certified School Psychologist, New York State Certified School Psychologist, Connecticut Certified School Psychologist, Louisiana Certified School Psychologist, New York State Licensed Psychologist.

MARY SKINNER-STONE Assistant Professor of Psychology, Portfolio Coordinator. *Degree:* Ph.D., Fordham University. *Certification:* Nationally Certified School Psychologist, New York State Certified School Psychologist, Connecticut Certified School Psychologist