



COLLEGE OF EDUCATION
AND HUMAN SERVICES

SETON HALL UNIVERSITY

**Department of Professional Psychology
And Family Therapy**

**School Psychology Program
Student Handbook**

2021-2022 Revision

SETON HALL UNIVERSITY

College of Education and Human Services
Department of Professional Psychology and Family Therapy
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School Psychology Program Student Handbook *2021-2022 Revision*

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Seton Hall University

School Psychology Program Student Handbook

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

The School Psychology Ed.S. Program trains graduate candidates to address the psycho-educational and socio-emotional needs of school age children and adolescents. As previously noted, SHU's Program goals are consistent with the National Association of School Psychology Domains of School Psychology Training and Practice standards. Inherent in this training is the belief that children must be viewed in the contexts in which they live. The social, economic, and cultural contexts shape their feelings, thoughts, and actions. The school can usefully be regarded as the second nurturing agent beyond the family. Consequently, it is intimately involved in the growth and development of societies' youngest members. Candidates are provided with professional and academic training to address the individual, contextual, and systemic needs of children and adolescents as well as those who nurture and support them. The National Association of School Psychologists Domains of School Psychology Training and Practice also guides the students' professional development and practicum/ internship experiences.

<https://www.scribd.com/doc/257681263/nasp-professional-standards-2010>

This program has two separate parts and requires two separate admission applications. First, there is a 36 credit Master's degree (*known as the Masters in School Psychology* – which requires passing the comprehensive examination. Upon successful completion of the Masters program, candidates need to reapply for admission to the 29-credit program leading to the Education Specialist (Ed.S.) degree. The Ed.S. program includes a Pre-Internship (Practicum) field experience of 300 hours as well as an Internship of 1200 hours. The masters and specialist programs in School Psychology takes four years to complete. The successful completion of both the Master's and Ed.S. programs lead to licensure by the New Jersey Department of Education as a school psychologist. This licensure only allows one to work in the schools. It is not a license leading to private practice. The theoretical model of the program is an integration of dynamic and systems thinking. The program is recommended for individuals who primarily work in schools, as well as in child and adolescent mental health facilities, and/or to prepare for doctoral study.

Program Goals

The curriculum in the School Psychology Program prepares the graduate to:

1. To function as a viable member of the child study team providing input on the psychological/educational functioning of children and adolescents in the school environment.
2. To use best practice in the delivery of psychological services to all students.
3. To adhere to the ethics, laws, and standards set forth by professional associations and the standards (e.g., NASP, APA- Div. 16) of school psychologists.
4. To keep current of professional issues in school psychology and to use the latest technology to enhance the delivery of psycho-educational services to students.
5. To promote the profession of school psychology by becoming an active leader in the delivery of mental health services to students and their families.
6. To provide effective collaboration and consultation in academic and behavioral interventions to help all students achieve.
7. To respect diversity of all students and provide a safe and nurturing environment so that all children can learn.
8. To build upon research and program evaluation in the schools and continue to take part in professional development.

Program Objectives

More specifically, the program goals mentioned above will prepare the graduate to:

1. To function as a viable member of the child study team providing input on the psychological/educational functioning of children and adolescents in the school environment.
 - a. use standards of practices endorsed by professional associations
 - b. be able to administer score and interpret psycho-educational evaluations
 - c. know how to develop, prepare and deliver an IEP
 - d. effectively counsel students and adolescents individually and in groups
2. To use best practice in the delivery of psychological services to all students.
 - a. review best practice procedures in the schools
 - b. refer to NASP best practices in school psychology
 - c. consult and collaborate with professionals in and outside of the school
3. To adhere to the ethics, laws, and standards set forth by professional associations and the standards (e.g., NASP, APA- Div. 16) of school psychologists.
 - a. understand and promote ethical guidelines set forth by professional organizations
 - b. know the laws for special education
 - c. be familiar with the standards of professional practice (e.g., NASP)
4. To keep current of professional issues in school psychology and to use the latest technology to enhance the delivery of psycho-educational services to students.
 - a. involvement in professional activities both in and outside of school
 - b. keep abreast of current trends in psychological assessment and intervention
 - c. use technology to enhance psycho-educational services
 - d. educate others in psychological and educational pedagogy

5. To promote the profession of school psychology by becoming an active leader in the delivery of mental health services to students and their families.
 - a. distinguish between the different roles of health care professionals in the schools
 - b. collaborate with outside health care professional
 - c. participate in community service events
 - d. develop resource manuals and referral information
6. To provide effective collaboration and consultation in academic and behavioral interventions to help all students achieve.
 - a. understand educational testing and provide effective treatment to promote positive educational outcomes
 - b. understand behavioral testing and provide effective treatment to promote positive behavioral outcomes
 - c. educate others using a variety of teaching methods
7. To respect diversity of all students and provide a safe and nurturing environment so that all children can learn.
 - a. knowledge of individual differences, abilities, disabilities, and other diverse student characteristics
 - b. understand principles and research related to diverse factors for children, families and schools
 - c. assess students' needs related to differences in culture and the environment
8. To build upon research and program evaluation in the schools and continue to take part in professional development.
 - a. knowledge of research design, statistics, and measurement in varied data collection and analysis techniques
 - b. understanding program evaluation and interpretation of data in applied settings
 - c. formulate a plan for personal and professional development in collaboration with site and university supervisor
 - d. self-assess and reflect areas of strength and areas in need of improvement

Council for Accreditation of Education Preparation (CAEP)

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the profession of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality

is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Admissions to the Master's Program (Level I)

The faculty of the School Psychology Program are seeking applicants who are dedicated to the field of school psychology. This includes being passionate about working with diverse children, families, and staff in schools. Successful applications are able to demonstrate their: (1) dependability, (2) respect and empathy for others in thought and action, (3) open-mindedness, (4) ability to identify, admit and learn from their mistakes, (5) professional and ethical integrity, (6) ability to successfully cope with stress; and (7) self-care skills. Experience working with students in schools and other settings is highly valued although it is not a requirement for admission to the program.

All candidates who are interested in the School Psychology Program are required to apply to the Masters program in School Psychology. Generally, candidates for admission to the Masters program have earned their undergraduate degree in psychology or in a related area (i.e., education) although other undergraduate majors are also considered.

An application to the College of Education and Human Services Graduate School can be found online <https://gradapp.shu.edu/apply/> or obtained from the Graduate Office located in Jubilee Hall, 4th floor. In addition to University admission regulations, candidates who apply to the Masters in Psychological Studies (School Psychology concentration) program are required to submit the following:

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

applicants who are considered potential candidates for the program. It is the applicant's responsibility to follow up with the Graduate Admissions office to verify that all application materials have been received. Please be sure that your application displays your professionalism.

Admission Application Timelines: Completed applications received on or before April 1st of each year will be given full consideration for fall admission. April 1st applicants will be advised of their status by April 15th of each year. Since there is no longer rolling admissions, students that enter the program will become part of a cohort group and will follow a program plan throughout the masters and special level programs. Applications after April 1st will be reviewed but acceptances will be based on seat availability.

Candidates may be admitted on a full or part-time basis; however, students must follow the sequenced program plan of courses outlined on page 8 of this manual.

Candidates admitted to the Masters Program complete the courses outlined elsewhere in this Handbook. These candidates will earn the masters degree after successful completion of the 36-credit program, passing the comprehensive exam, and displaying the ethical/professional behaviors required for functioning as a school psychologist.

Advanced Standing: Candidates who have already earned their Master's degree or have some graduate credits would need to have their graduate transcript reviewed to determine if any of their courses are applicable to the program. A maximum of twelve credits can be accepted for advanced standing at the master's level. Courses accepted towards the Masters program from other universities must be approved by the program director and/or admissions committee. *Students with graduate credit would still need to apply to the Masters program in order to complete their Masters level required courses and take/pass the comprehensive examination.*

Non Matriculated Students: Candidates who are interested in the program can also take up to 3 Master's courses (a total of 9 credits) as a non-matriculated student. Please discuss this option with the Program Director. Taking courses as a non-matriculated student does not guarantee admission into the program.

Admissions to the Ed.S. Program (Level II)

Students can apply to the Ed.S. Program in School Psychology. Completion of the Master's program does not guarantee admission to the Ed.S. program. It is a separate application process. This 29-credit program, including practicum and internship, leads to the specialist degree and licensure in School Psychology from the New Jersey Department of Education. All students admitted to the Ed.S. Program are required to take the Praxis II Exam (School Psychology-0401) as part of their Ed.S. graduation requirements. See link below.

<http://www.ets.org/praxis/nasp/>

<https://www.ets.org/praxis/prepare/materials/5402>

An application to the College of Education and Human Services Graduate School can be found online <https://www.shu.edu/graduate-affairs/apply.cfm> or obtained from the Graduate Office located in Jubilee Hall, 4th floor. In addition to University admission regulations, candidates who apply to the Ed.S. program in School Psychology are required to submit the following:

- A completed SHU graduate application and fee;
- Official copy of graduate transcripts documenting a 3.25 GPA;
- Two letters of recommendation preferably from Seton Hall University full time faculty; and
- A resume and statement of career goals.
- *Once the application is complete, they will be reviewed by program faculty. A personal interview by the program director and/or admissions committee will be arranged. It is the applicant's responsibility to follow up with the Graduate Admissions office to verify that all application materials have been received. Please be sure that your application displays your professionalism. There is no rolling admissions to the Ed.S. program.*

Admission Application Timeline: Completed applications received on or before April 1st of each year will be given full consideration for fall admission. April 1st applicants will be advised of their status by mid-April of each year. Students will be admitted to the Ed.S. program only in the fall of each academic year.

Advanced Standing: Candidates who already have completed a Master's Degree should review the requirements in the *Admissions to the Master's Degree: Advanced Standing* section.

Non Matriculated Students: Non-matriculated students are not permitted to enroll in Ed.S. program courses.

Admission Decisions

MA and EdS applications are reviewed by the Program Faculty, and selected candidates are invited in for a personal interview. Candidates are then ranked by Program Faculty. There are four rankings made: acceptance, conditional acceptance (such as pending graduation from undergraduate college/university, etc.), wait listed, and not accepted.

All Candidates will be informed of their status by mail within the time period noted above through the Graduate Admissions Office. Candidates who are accepted are asked to mail in an "Intent to Enroll" postcard within two weeks of receipt to reserve your space in the program. Should an accepted candidate decide not to enroll, we would respectfully request that you advise us of your decision within the same two week period so that candidates on the waiting list can be contacted.

Accepted candidates are invited in July to an orientation meeting to develop their course schedule and to become familiar with policy and procedures of the program. Students are enrolled on a full time basis at the master's level; all students are required to take courses sequentially (3 courses per semester). At the EdS level, candidates are also enrolled full-time taking the required sequence of courses as outlined on pages 8 and 9 of this document.

We have many more qualified candidates than we can accept. Therefore, some qualified candidates will not be accepted into the program based on the rankings they received in comparison to other

candidates who apply within the same application period. As such, we do not provide individual feedback on why a candidate was not accepted into the program. Suffice it to say that his/her ranking were not as high as other candidates, and we have limited space in the program.

Master's candidates who were not accepted can consider enrolling as a non-matriculated student in Master's courses. They take up to 3 Master's courses (a total of 9 credits) as a non-matriculated student. Please discuss this option with the Program Director. However, please note that taking courses as a non-matriculated student does not guarantee admission into the program.

Non-matriculated students are not permitted to enroll in Ed.S. courses.

Faculty and Staff

The faculty and staff in the School Psychology Program is comprised of full, part-time, and adjunct instructors from the Department of Professional Psychology and Family Therapy. Dr. Thomas Massarelli, the director of the program, was a certified school psychologist for 27 years, has a specialist degree in school psychology, and a doctorate in clinical psychology with a concentration in children. Dr. Marc Lombardy, an adjunct faculty member, is a certified school psychologist in New Jersey, and has a specialist degree and doctorate in school psychology. The program faculty interview prospective candidates and act as advisors throughout the program. Adjunct faculty make up half of the staff in the program and the majority of staff have earned doctorates in school or clinical psychology. Many continue to work as practicing school psychologists. Full-time faculty from the PPFT department also comprise the faculty roster teaching specialized courses in Ethics, Human Development, and Multicultural Counseling and Psychology. The learning disability teacher-consultant (LDT-C) who teaches the Comprehensive Approach to Students with Learning Disabilities is state certified.

MA Program
(School Psychology concentration)

Year 1 – Fall Semester

CPSY 6102	Psychology of Human Development	(3-credits)
CPSY 6100	Intro. to School Psychology: History, Educational Organization & Curriculum Development	(3 credits)
CPSY 8617	Applied Research Methods and Statistical Analysis	(3 credits)

Year 1 – Spring Semester

EDST 6001	Comp. Approach to Students with LD	(3-credits)
CPSY 6103	Abnormal Psychology	(3-credits)
CPSY 6001	Tests and Measurements	(3-credits)

Year 2 – Fall Semester

CPSY 6105	Biological Bases of Behavior	(3-credits)
CPSY 8010	Ethics in Professional Psychology	(3-credits)
CPSY 6505	Principles of Learning & Behavior Modification	(3-credits)

Year 2 – Spring Semester

CPSY 6303	Counseling and Community Agencies	(3-credits)
CPSY 8100	Multicultural Counseling & Psychology	(3 credits)
CPSY 7501	Introduction to Clinical Skills	(3 credits)

Comprehensive Exam – Spring/Summer

Total – 36 credits

Master's courses are scheduled once a week, Monday through Thursday, from either 5:00-7:10 PM or 7:15-9:25 PM. Some courses are also scheduled on weekends. Certain courses are scheduled during the May Intersession, and the Summer I.

MA courses are taken in sequence. Certain courses such as Biological Bases of Behavior, Ethics and Legal Issues in Psychology, and Principles of Learning and Behavior Modification, which run in the fall and summer months, may be taken at a different time to accommodate financial aid requirements for students.

**** Passing the Comprehensive Exam is required of all Master's level students to graduate from this program. In the event that a student does not pass the Comprehensive Examination after his/her first second, or third attempts, the student can consider transferring to another Master's Program, such as the Master's in Psychological Studies (Individual Concentration), which does not require a Comprehensive Exam in order to earn his/her Master's Degree. However, if this option is chosen, the student is no longer eligible to apply to the Ed. S. Program in School Psychology. Please consult with the Program Director about this option. ****

Specialist Program – School Psychology

Year 3 – Fall Semester

CPSY 7502/8502	Individual Cognitive Assessment/Lab	(4-credits)
CPSY 7503/8503	Introduction to Personality Assessment/Lab	(4-credits)
CPSY 9985	Introduction to Child & Adolescent Therapy	(3 credits)

Year 3 – Spring Semester

CPSY 6501	Professional Consultation/School Practice	(3-credits)
CPSY 8511	Practicum in School Psychology (300-hour field placement)	(3-credits)
CPSY 7506	Individual Educational Assessment: Interventions & Strategies	(3-credits)

Summer Session I

CPSY 9985	Atypical Behavior in Children and Adolescents: Assessment & Interventions	(3-credits)
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Year 4 – Fall Semester

CPSY 8580	Internship in School Psychology I (600-hour field placement) <i>Praxis Exam (Spring Semester)</i>	(3-credits)
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Year 4 – Spring Semester

CPSY 8581	Internship in School Psychology II (600-hour field placement)	(3-credits)
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Total – 29 credits

Combine – 65 credits

* All candidates admitted to the Ed.S. Program are required to take the Praxis II exam (School Psychology-0401) as part of their Ed.S. graduation requirements <https://www.ets.org/s/praxis/pdf/0401.pdf>

** Students are required to complete all of their courses before going out on internship. Please remember to consult with your program advisor on a regular basis to be sure you are on track. This sequence of courses starts in **each fall semester**. Students are required to complete **all** of their Ed.S. courses prior to the start of Internship. Therefore, students are required to take the “experiential sequence” of courses in this order to achieve this goal. Students are required to successfully complete a full-year internship in order to graduate from the program and be eligible for state certification as a school psychologist.

The following table indicates how the Master's and Ed.S. courses correspond to NASP Domains of Practice (2020).

NASP Domain/Standards		Corresponding SHU MA Course	Corresponding SHU EdS Course
<i>Please note that many courses fulfill more than one NASP Domain/Standard. At least one representative course is noted in each area.</i>			
2.1	Data-Based Decision-Making	CPSY 6001 Tests and Measurements CPSY 8617 Applied Research Methods and Statistical Analysis	CPSY 6501 Professional Consultation/School Practice CPSY 7501 Introduction to Clinical Skills CPSY 7502/8502 Individual Cognitive Assessment & Lab CPSY 7506 Individual Educational Assessment
2.2	Consultation and Collaboration	CPSY 8100 Multicultural Counseling and Psychology CPSY 6100 Introduction to School Psychology	CPSY 6501 Professional Consultation/School Practice
2.3	Academic Interventions and Supports	CPSY 6505 Principles of Learning and Behavior EDST 6001 Comprehensive Approach to Students with Learning Disabilities	CPSY 7502/8502 Individual Cognitive Assessment & Lab CPSY 7506 Individual Educational Assessment
2.4	Mental and Behavioral Health Services	CPSY 6102 Psychology of Human Development	CPSY 7503/8503 Introduction to Personality Assessment & Lab CPSY 8519 Atypical Behavior in Children and Adolescents
2.5	School-Wide Practices to Promote Learning	CPSY 6303 Counseling and Community Agencies	CPSY 6501 Professional Consultation/School Practice CPSY 7501 Introduction to Clinical Skills
2.6	Services to Promote Safe and Supportive Schools	CPSY 6105 Biological Bases of Behavior	CPSY 8519 Atypical Behavior in Children and Adolescents CPSY 9985 Introduction to Child and Adolescent Therapy
2.7	Family, School and Community Collaboration	CPSY 6100 Introduction to School Psychology	CPSY 8511 Practicum in School Psychology
2.8	Equitable Practices for Diverse Populations	CPSY 6103 Abnormal Psychology CPSY 8100 Multicultural Counseling and Psychology	CPSY 8519 Atypical Behavior in Children and Adolescents CPSY 7501/8501 Introduction to Clinical Skills & Lab
2.9	Research and Evidence-Based Practice	CPSY 8617 Applied Research Methods and Statistical Analysis CPSY 6505 Principles of Learning and Behavior	CPSY 8511 Practicum in School Psychology CPSY 8580 Internship in School Psychology I CPSY 8581 Internship in School Psychology II
2.10	Legal, Ethical and Professional Practice	CPSY 8010 Seminar: Ethics and Legal Issues in Counseling and Psychology CPSY 6100 Introduction to School Psychology	CPSY 8511 Practicum in School Psychology CPSY 8580 Internship in School Psychology I CPSY 8581 Internship in School Psychology II

Program Requirements

Admissions:

There are no minimum cut-off scores for acceptance into the Master's Psychological Studies (School Psychology concentration) program. However, the admissions committee considers 450 as an arbitrary cut-off score for the GRE's and a 45 cut-off score for the MAT's. An undergraduate GPA of 3.0 or higher is preferred. However, students with lower GRE/MAT and GPA scores who appear to have potential have been accepted into the program, as space allows, based on their related experiences and/or other criteria. Students can be "Conditionally Accepted" into the program and have a requirement of meeting the minimum 3.0/3.25 GPA within their first year of enrollment. If they meet this requirement, then they will be formally "Accepted" into the program. If they do not meet this criterion, they will be dismissed from the program. All other program requirements also need to be met.

Candidates are accepted full-time into the Master's program in School Psychology. Students follow a set sequence of courses and are expected to be continuously enrolled each semester. The MA and EdS advisors of the program are responsible for course advisement. Dr. Lombardy is the Program Advisor for the MA program and Dr. Massarelli is the Program Advisor for the EdS program. Students maintain contact with their advisor through e-mail, phone, and course advisement interviews and meetings.

Program Progression:

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

If the student is not making adequate progress by the midpoint of the semester, a Retention/Remediation contract will be put in place. Outlined in the contract are stipulations as what must be achieved to successfully complete the course (No grade of "C" or lower). The instructor may decide to extend the assignments over the holiday break, thereby giving the student a chance to be remediated before the new semester begins.

If a student receives a grade of "C" in the first semester of the EdS program, s/he is placed on academic probation. If the student receives a second "C" s/he may be dismissed from the program. The Program Director may require the student to retake a course in which a "C" grade was earned, and the course will have to be taken the following year. This will result in a one-year delay of starting the practicum and internship.

Adequate academic performance is necessary but not sufficient for continuation in the program. Students must also demonstrate ethical, professional, interpersonal and self-care skills throughout the program, but particularly through practica and internship experiences. Despite adequate academic performance, as measured by the GPA, students may be prevented from continuing in the program, graduating, or denied a recommendation for certification if, in the judgment of the program faculty, they have not demonstrated particular competencies or have violated the ethical principles of the National Association of School Psychologists (NASP) and/or the American

Psychological Association (APA). Candidates are required to sign that they have read, understood, and agree to abide by the various ethical/professional behavior policies upon entry into the program, in some of their courses, and at the beginning of their practicum and internship that outline the expected ethical and professional behaviors. Some of the Policies are listed below.

(1) *Seton Hall University's College of Education and Human Services Professional Code*

(2) *Policy on the Retention and Remediation of Students*

(3) *Plagiarism /Academic Integrity Policy*

<http://www.shu.edu/academics/education/professional-psychology/policies.cfm>

(4) *NASP Professional Conduct Manual/Principals for Professional Ethics/Guidelines for the Provision of School Psychological Services*

<http://www.nasponline.org/standards-and-certification/professional-ethics>

(5) *APA Ethical Principles of Psychologists and Code of Conduct*

<https://www.apa.org/ethics/code/>

Program Completion:

Comprehensive Examination: Candidates sign up for the comprehensive exam during the last semester of the masters program (three weeks before the exam). Students are required to pass the comprehensive exam at the end of their master's level of training (last semester of MA program). A grade of pass with distinction, pass, conditional pass, or not passed may be earned. Candidates who have a conditional pass are required to retake parts of the exam over the summer. Candidates who do not pass are required to take the entire exam over the summer. Candidates that fail any part of the exam a second time will have the option of taking the exam over in a different format. Failure to pass the exam the third time will result in dismissal from the MA program in School Psychology. However, the student can consider transferring to another program that does not require passing a comprehensive examination in order to obtain his/her Masters degree. Please see the Comprehensive Examination Information and Study Guide for more information.

Praxis Examination Requirement: All candidates admitted to the Ed.S. Program are required to take the Praxis II exam (School Psychology-0401) as part of their Ed.S. graduation requirements <https://www.ets.org/praxis/prepare/materials/5402>

Results of the Praxis II exam is one of the requirements needed to complete the application for our program to become a NASP approved program.

Leaves of Absence: Students who need to take a leave from the program are expected to make their request in writing to the Program Director. The Program Director will interview the student and make a determination if the leave is approved. If the Leave of Absence is approved, the Program Director will provide the student with a letter and the time period of the leave. Approved Leaves of Absence are granted for no more than one calendar year. Students are expected to return to the program after the leave period is completed. Students who need to take a leave for longer than one calendar year may be required to reapply to their respective program (MA or EdS) although readmission is not guaranteed. Students may not be granted Leaves of Absence during the transition from Cognitive Assessment to Practicum, and from Practicum to Internship as this needs to be a continuous experience.

Practicum and Internship Requirements: During practicum or internship training, if a candidate does not successfully meet the requirements of his/her contract, the student may not proceed in the program. In certain situations, candidates may require additional time in order to successfully

complete their practicum or internship. Agreement must be reached among the student, supervising psychologist, practicum/internship trainer, and program director if this is to occur. Failure to meet minimum standards, as witnessed on the supervisor's evaluation form, may result in dismissal from the program. Students must maintain a minimum of an average of "3" rating in all ten domains of professional practice by both the practicum site and university supervisors. A level "3" rating indicates "Adequate Competency" which states: Practicum student requires some supervision in all aspects of evaluating, initiating, and completing task. Student is beginning to display confidence by participating in professional activities (asking questions, giving feedback, etc. to students, parents, school staff, etc.). If a less than average of "3" rating occurs in one or more domains, the student will fill out a "Retention/Remediation Contract and a plan will be devised to help the student address his/her deficiency(ies). This evaluation occurs halfway through the practicum (mid-October) between the site and university supervisors. If the student fails to meet the "3" rating, by the end of the semester, an additional Retention/Remediation Contract will be put in place for the spring semester. If this occurs, the student will not start his/her internship until the fall semester of that year. A more involved plan will be developed to address the student's areas of weakness(es). Failure to successfully complete the Retention/Remediation contract will result in the student not proceeding to internship and withdrawing from the program.

Requirements to enter Practicum include: Successful completion of MA program requirements; admission to the Ed.S. program; completion of all Ed.S. classes (with the exception of Practicum, Consultation, and Internship classes); and successful completion of the Practicum Contract, Ethical Agreement Form, Professional Liability Insurance Form, Supervisor's Information Form, and other required forms.

Requirements to enter Internship include: successful completion of all Ed.S. courses (with the exception of the Internship courses); Successful completion of Practicum course; Faculty Endorsement Forms; and completion of the Internship Contract, Ethical Agreement Form, Professional Liability Insurance Form, Supervisor's Information Form, and other required forms. As with the practicum requirements to go out on internship, the internship requirements must be adhered to if the student is to graduate from the program and received his/her state school psychology certificate. A Retention/Remediation form will be filled out by the student and the site and university supervisors outlining the areas of deficiency and what needs to be addressed to achieve a minimum of a "3" Adequate Competency, or higher, to be eligible to receive his/her diploma and state endorsed school psychologist certificate.

The Practicum Experience

CPSY 8511: Practicum in School Psychology

Placement of practicum candidates is made with attention to the criteria set forth by the National Association of School Psychologists Standards for Training Program, Field Placement Programs and Credentialing Standards, the National Council on Accreditation of Teacher Education (NCATE), and the New Jersey/NASDTE indicator of compliance for certification as a school psychologist. The practicum is essentially a supervised experience where the trainee learns psychological practice from a certified, competent, professional psychologist who has at least three year's experience in the field. The professional work of the trainee is reviewed by the supervisor on a face-to-face, individual basis for at least two hours a week throughout the practicum experience. Practicum students must complete a minimum of 300 practicum hours (spring semester). Usually the student is at a practicum site for at least three days a week at a maximum of 6.5 hours daily for 16 weeks. It is the responsibility of the student to secure a practicum site before registering for the course. A list of potential practicum placements is available. Students

meet in the beginning of the third year with the program director and are given all necessary paperwork for practicum. Students are asked to provide a resume (vitae) of their work and school experience, as well as a cover letter stating their intention to begin their practicum. The program director follows up with each student to make sure all students have a site before the third year of the practicum experience. Throughout the practicum semester students are required to submit a monthly journal, based on NASP Domains of School Psychology Training and Practice, and supervisor's comments are submitted by the student to the faculty supervisor documenting their experiences, as well as the number of hours completed. A Supervisor's Final Evaluation is required at the end of the Practicum experience. Both the practicum student and supervising psychologist sign-off on the monthly journal. Professional liability coverage is required of all students enrolled in CPSY 8511 - Practicum in School Psychology.

With regard to the competencies of the practicum student at this level of training, observational methods of learning are encouraged at the beginning of the practicum experience. Practicum students are expected to start functioning more independently under supervision as the practicum experience continues. The student is also required to conduct and interpret at least one psychological assessment, participate in the Intervention and Referral Services team activities, and participate in individual and/or group counseling sessions. An article entitled *Successfully Navigating School-Based Training Experiences: A Guide for Graduate Students* outlines the development of skills, expectations and learning experiences expected while in a practicum setting. <http://www.naspcenter.org/blueprint/FinalBlueprintInteriors.pdf>

Transition from Practicum to Internship

Candidates need to complete all Practicum and Ed.S. course requirements prior to starting Internship. These requirements include, but are not limited to:

1. Successful completion of 300 hours of Practicum experiences
2. Submission of all Journals with original signatures
3. Submission of all Supervisor's comments with original signatures
4. Satisfactory completion of all Practicum course requirements
5. Completion of all Ed.S. courses (with the exception of the Internship courses)
6. Display of appropriate ethical/professional behaviors and demeanors

Candidates need to apply to Internship by completing the following:

1. Internship Information Packet including:
 - a. Completed Internship Application form
 - b. Internship Contract signed by all parties
 - c. Signed Ethical Agreement Form and Proof of professional liability coverage
 - e. Two letters of endorsement by full time SHU faculty
 - f.. Signed Retention and Remediation Form and Plagiarism Policy
 - g. Other forms as required (personal resume)
2. Other forms you will need to review include:
 - a. Introduction letter to Director of Special Services
 - b. Internship Information Form
 - c. Monthly Log Form
 - d. Lists of Past Placement sites
 - e. Other forms as required

When candidates complete all their Practicum requirements, they are expected to enter Internship in the semester following Practicum (Fall Semester). If a student decides not to continue onto Internship,

permission needs to be obtained from the Director of the Program under the following Options:

Option A. If a student wants to continue to participate in Practicum experiences without entering Internship, he/she would need to discuss obtaining an IN PROGRESS grade for the Practicum course from the University Practicum supervisor to continue to be under the auspices of the University with the approval of the Director of the Program. If approved, the student would have to continue meeting with the University Practicum Supervisor during the duration of the IN PROGRESS grade, and continue to submit Practicum Journals and other individualized requirements. The schedule of meetings will be developed between the student and the University Practicum Supervisor.

Option B. If a student does not want to continue onto Internship, and does not want to obtain an IN PROGRESS grade, permission needs to be obtained from the Director of the Program. Students selecting this option can no longer participate in School Psychology Practicum experiences in any site as they will no longer be under the auspices of the University.

These Practicum experiences include but are not limited to conducting psychological evaluations, interpreting psychological reports, developing IEPs, counseling students, etc. Once this option is selected, the student will no longer have the option of enrolling in Internship Course in the semester following Practicum (Fall Semester). He/She will be able to enroll in the Internship Course in the following semester (Fall Semester). Students and their On Site Supervisors will have to sign an Ethical Agreement Form that they acknowledge and will adhere to these conditions.

Note: A student will not be permitted to apply for emergency certification unless the student is enrolled in the Internship course.

The Internship Experience

CPSY 8580/8581: Internship in School Psychology

Placement of candidates as school psychology interns is made with attention to the criteria set forth by the National Association of School Psychologists Standards for Training Program, Field Placement Programs and Credentialing Standards, the National Council on Accreditation of Teacher Education (NCATE), and the New Jersey/NASDTE indicators of compliance for certification as a school psychologist. The internship is a supervised experience where the trainee learns psychological practice from a certified, competent, professional school psychologist who has at least 3 year's experience in the field. The professional work of the trainee is reviewed by the supervisor on a face-to-face, individual basis for at least two hours a week throughout the period of Internship.

Most candidates will continue their internship in the same placement as their Practicum site. The site must be approved by the program director and must be in a Pre-k through 12 school district in a public school setting. Candidates can opt to do half of their required 1200 hours of internship in a non-public school setting; however, a certified school psychologist must be available to provide supervision and the site must conform to the NJ Department of Education requirements for an approved non-public school setting. (See Internship Contract – Appendix I, p. 30)

Internship candidates must complete a minimum of 1200 internship hours (Fall/Spring semesters). The intern is “employed” by the school system for approximately one year and works a full day schedule (maximum 6.5 hours daily). The intern is entitled to all the benefits that full-time staff receives with regard to the amount of vacation/sick time and professional days. Unfortunately, school psychology internship sites in New Jersey are generally unpaid positions with no health or medical benefits. Professional liability insurance and health and medical coverage are the responsibility of the candidate.

The Seton Hall Internship in the School Psychology Program has as its major objective the preparation of school psychologists to function in institutional settings, usually regular public schools or private schools for handicapped children. Students who successfully complete this phase of the program become New Jersey Certified School Psychologists whose preparation and functions are those noted by NASP and similar to those APA calls specialists in school psychology. Licensure as a school psychologist by the New Jersey Department of Education does not enable the person to practice privately in New Jersey.

It should be kept in mind that our program's emphasis is School Psychology and that the school is but one, albeit a highly significant one, aspect of our societies arrangements for the guidance and welfare of children and youth. Therefore, while we realize the unique importance of the educational structures, we do not neglect attention to cultural patterns and mores, systems of foster care, the effects of poverty and racism, the impact of politics and legislation, and the maze of systems in child guidance and juvenile justice.

Procedures for School Psychology Internship Students Seeking Paid Positions under Emergency Certification

As a school psychology intern, you can be employed as a school psychologist with emergency certification under the existing New Jersey Administrative Code 6A:

<http://www.state.nj.us/education/code/current/title6a/chap14.pdf>

pp. 234-241, and esp. pp. 239 (d)].

In order to fulfill the Seton Hall University Ed.S. school psychology program and internship requirements, and NJDOE school psychologist certification requirements, you will continue to need the training, experiences, and continuing supervision for the duration of your internship by a NJDOE certified school psychologist who has at least three years of experience in the field.

In order to assure that you fulfill these requirements, these procedures have been established.

1. Any school psychology internship student seeking a paid position under emergency certification needs to inform Dr. Massarelli once they are considering submitting a letter of interest and a resume.

2. School psychology internship students will need to put the following statement in their letter of interest.

I am a school psychology intern who can be employed as a school psychologist with emergency certification under the existing New Jersey Administrative Code 6A:9-13.9(d)1-5 . I will continue to require training and experiences as well as supervision for one year, or the duration of my internship experience, by an on-site NJDOE certified school psychologist who has at least three years of experience in the field. This will enable me to fulfill Seton Hall University's Ed.S. School Psychology program and internship requirements in order to become fully licensed by the NJDOE.

3. School psychology internship students will provide Dr. Massarelli with a copy of their letter(s) of interest to any and all positions applied to, while a student at SHU, within one week of mailing the letter.

4. At your interview, you will need to confirm that you would have an on-site NJDOE certified school psychology supervisor who has at least 3 year's experience in the field to fulfill your SHU and NJDOE supervision requirements.

5. Once it appears that you might be hired under emergency certification, school psychology graduate students will provide Dr. Massarelli with a name, telephone number and email address of your potential employer so that Dr. Massarelli can contact them to assure that you will obtain the training, experiences, and supervision you require to fulfill SHU and NJDOE requirements.

6. Dr. Massarelli needs to approve your potential employment site prior to you signing a contact with the district.

7. Dr. Massarelli reserves the right to reject a potential placement if it appears that you will not be able to obtain the training, experiences, and supervision required to meet Ed.S. and NJDOE requirements.

8. These procedures are to be followed by all school psychology internship students. If a student does not follow these procedures it may place their Ed.S. degree and NJDOE school psychology certification in jeopardy.

I understand, agree, and will abide by the procedures set forth above. I understand the potential consequences for not following these procedures.

Graduate Student Signature

Date

Application for Master's and Ed.S. Degree Information

The timelines for applying for your Master's and Ed.S. degrees is April 1st for acceptance the following fall semester. There is only one graduation ceremony for all degrees which is held in May of each year. It is essential that you submit your paperwork on time in order to be eligible to participate in the graduation ceremony. If you do not complete your paperwork on time, you will probably not be eligible to participate in the current year's graduation ceremony, but would be able to do so in the following year. Please consult with the Program Director if you have questions. The Registrar's Office in Bayley Hall can provide you with additional information.

The Application for Graduate Degree Form can be found on-line or at the Registrar's Office, Bayley Hall.:

<http://www.shu.edu/policies/>

Application/Information for NJDOE Certification as a School Psychologist

The Application for New Jersey Department of Education (NJDOE) Certification as a School Psychologist is processed by the certification officer of the College of Education and Human Services. You may obtain an application packet from the certification office which is located in Jubilee Hall, CEHS Dean's Suite, 4th Floor. Please complete the form and enclose a certified check for \$90.00 (which of course is subject to change, so check with the certification office about the current fee) made payable to the New Jersey State Department of Education. The application and fee is processed by Seton Hall University and sent to the NJDOE once all program requirements are completed.

Faculty and Program Activities

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

Dr. Massarelli has presented at national and state association meetings. Dr. Massarelli's research interests include: behavioral management, adolescent counseling, advocacy, psychopathology, etc. Dr. Massarelli has given workshops for NJEA – *New Jersey Education Association* on Mental Health Issues in the Schools, and for NJASP – *New Jersey Association of School Psychologists* on Supervision of School Psychology Interns. Dr. Massarelli has presented min-skills workshops at NASP on Consultation and Collaboration involving the use of Rating Scales, Restraint & Seclusion in the Schools and Poster Presentations on Positive Behavior Supports and Bullying Among Special Education Students. Dr. Massarelli was the recipient of the NJASP School Psychologist of the year award in 2012 and (June 2014) was presented the Kappa Delta Pi Chapter Program Award for Professional Development for outstanding presentation on *Behavioral and Academic Interventions with ASD Students*. Dr. Massarelli was also awarded the University Service Award in March of 2021. Dr. Massarelli is the co-chairperson chairperson for the special

interest group NJPA – PINS – New Jersey Psychological Association – Psychology in the Schools. PINS is involved in advocacy and helping special causes related to school psychology.

Dr. Lombardy's research interests include athletes with learning disabilities. Dr. Lombardy has done research in sports psychology and is presently interested in perceptions of athletes and motivation. Graduate students are always welcome to participate in these activities which may lead to joint research, presentations and/or publications. Dr. Lombardy is a licensed psychologist and works part-time counseling children and adolescents.

The School Psychology Leadership Association of Seton Hall (SPLASH) was established in 2005, and developed this Mission Statement: *The School Psychology Leadership Association of Seton Hall (SPLASH) represents the interests of graduate school psychology students engaged in the enhancement of Seton Hall University's School Psychology Program. The mission of SPLASH is to heighten the awareness of and advocate for issues relevant to the professional field of school psychology. Members of SPLASH intend to accomplish this through building a strong network of colleagues, remaining informed about current issues that affect our profession, and encouraging others to enter the school psychology profession. It is our goal as future school psychologists to become competent, socially conscious, and reflective professional leaders who advocate for the needs of a diverse society of students, families, and communities.* The SPLASH student organization is a full-time residency for all MA and EdS students. Students are continuously enrolled in this organization. SPLASH serves as an avenue for students to collaborate with faculty, other candidates and professionals in the field. Graduate school psychology students meet four to six times each year to network, discuss mutual interests, share professional experiences, etc. They publish a newsletter three times a year. SPLASH has adopted the Polar Bear Plunge in 2007 as their service activity which raises funds for Special Olympics (and people go swimming in February!). SPLASH is also involved in recruiting various professionals in the field to speak on a variety of topics associated with school psychology. In 2017 Ms. Erin McClymont presented on the *Vineland-3* and in 2019, a special workshop was presented by Dr. Appelgren and Dr. Massarelli on *Transgender Issues in the Schools*. This year, through SPLASH, students have become involved in NASP and presented posters and papers at the national convention. Students are encouraged to join the New Jersey Association of School Psychologists (NJASP) and the National Association of School Psychologists (NASP) as student affiliate members and to attend professional conferences, workshops, and other professional meetings.

SPLASH is a NASP student affiliated group; an APA Division 16 Student Affiliate in School Psychology (SASP) group; and associated with NJASP's Graduate and Undergraduate Student Organization. A great way to get involved! Come join us!

SETON HALL UNIVERSITY

College of Education and Human Services
Department of Professional Psychology and Family Therapy
School Psychology Program

SHU'S FASTRAC PROGRAM

If you are a senior at SHU and have a 3.2 GPA or higher you are eligible for the accelerated admissions to the Master's program in Psychological Studies (School Psychology Concentration).

No application fee
No testing (GRE or MAT)
No references
No personal statement

To be considered for admission, you need to:

Obtain the Graduate Application packet from the Graduate Office
Jubilee Hall, 4th floor, (973) 761-9025

Complete the form and write FASTRAC in bold letters on the top of the form

Submit an unofficial SHU Transcript

Return completed application form to the Graduate Office

Once the Application is completed and processed, you will be scheduled for a personal interview. It is the applicant's responsibility to follow up with the Graduate Office to verify that all paperwork has been received.

SETON HALL UNIVERSITY

College of Education and Human Services
Department of Professional Psychology and Family Therapy
School Psychology Program

GENERAL INFORMATION

1. Full Time Status

At the graduate level, full time status is taking 2-3 classes for a total of 6-9 credits each semester.

2. Course Schedule

Once a student has been accepted into the program, you are expected to arrange an appointment with your advisor to develop your course schedule. Dr. Lombardy is the MA level advisor, and Dr. Massarelli is the EdS level advisor.

3. SHU Parking Permits: Duffy Hall (973.761.9329)

Parking Decals can be purchased from Parking Services located in Duffy Hall, Room 63. Please purchase a **part time** parking permit which permits you to park on campus after 3:00 PM. You do not need to purchase a full time parking permit as you will generally not be on campus before 3:00 PM. If you ever need to be on campus before 3:00 PM, you can obtain a daily Guest Parking pass from the gate. More information can be found on: <http://www.shu.edu/offices/parking-services-index.cfm>

4. SHU Campus Identification Card: Duffy Hall (973.761.9771)

You will also need to obtain a Campus ID Card and Student ID number. You will need this number to access a variety of online services. The Campus ID Office is also located in Duffy Hall, Room 63. More information can be found on: <http://www.shu.edu/campus-id-office/>

5. Course Registration: Bailey Hall (973.761.9332)

Once you are formally registered as a SHU graduate student and receive your Student ID number and PIN number, you can register for courses online. However, if you are not a matriculated student and/or do not yet have a Student ID or PIN number, you will need to register in person at the Registrar's Office in Bailey Hall. You can obtain your PIN number from your advisor. More information can be found on: <https://www.shu.edu/academics/registration-information.cfm>

6. SHU Bookstore: Duffy Hall (973.761.9065)

The SHU Bookstore is also located in Duffy Hall. You might want to consider attending your first classes prior to purchasing your texts. More information can be found on:

https://www.bkstr.com/setonhallstore/home?demoKey=d&cm_mmc=RisePaidSearch--NonBrndSearchSchool%20Specific%20Seton%20HallExact--Google--Store%20544&adcampaigngroup=Bookstore_RLSA&kw=shu+bookstore&AdCampaign=EFOL_544_Bookstore_Search_NonBrnd_Seton+Hall_Exact_RLSA&Adgroup=Book+Store&Source=Bing&msclkid=b5b136a835a512fc32156db82c639dcc&utm_source=bing&utm_medium=cpc&utm_campaign=EFOL_544_Bookstore_Search_NonBrnd_Seton%20Hall_Exact_RLSA&utm_term=shu%20bookstore&utm_content=Book%20Store

7. WebMail, On-line Registration, Blackboard, etc.

Every student at SHU has a WebMail Account which enables you to access Blackboard, register on line, etc. Your email address is your first name followed by a period and then your last name at student.shu.edu. For example, Thomas.Massarelli@student.shu.edu. Your password is your Social Security Number which you will change. You receive your Student ID number when you obtain your ID Card. You obtain your PIN number from your advisor. The PIN number changes once a year. At that time, you need to make an appointment with your advisor to review your program and progress, and then you will receive your new PIN number.

8. Graduate Assistantships and Financial Aid

Information about graduate assistantships and financial aid can be found on:

<http://www.shu.edu/financial-aid/index.cfm>

Information about NASP's Minority Scholarship Program can be found on:

<https://www.nasponline.org/membership-and-community/awards-scholarships-and-grants/minority-scholarship-program>

9. Statement on Students with a Disability: Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to receive such accommodations, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The DSS phone number is 973-313-6003. For further information, please go to: <https://www.shu.edu/disability-support-services/>

SETON HALL UNIVERSITY
College of Education and Human Services
Department of Professional Psychology and Family Therapy
School Psychology Program

Professional Code of the College of Education and Human Services

- (1) **Dependability:** Candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
- (2) **Respect & Empathy:** Candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
- (3) **Open-mindedness:** Candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
- (4) **Integrity:** Candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.
- (5) **Dress code:** Candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall.
- (6) **Passion for the profession:** Candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

http://education.shu.edu/academicprograms/edstudies/elementary/ug_elementary%20and%20special.html

Note: While this code was developed with teacher candidates in mind, it is applicable to all students, including graduate school psychology candidates.

Remediation / Retention Policy

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their graduate training. Students are expected to demonstrate competence, social consciousness, and reflection in their work. This includes high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific goals and expected competencies are described in the previous section of this handbook.

This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

Definitions

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client's diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status (Lamb, Cochran, & Jackson, 1991, p. 292). These behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct is when the American Psychological Association Code of Ethics and Standards of Practice (2001) is not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by current and future psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologist work. It is the individual responsibility of psychologists and psychologists-in-training to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behavior are overlapping concepts that all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

Identification and Verification of Problems Requiring Remediation or Dismissal

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place each semester. This evaluation involves a review of grades earned, credits accumulated, as well as professional behavior.

Informal Identification of Problems

Any faculty member, supervisor, or student may raise an issue at any time. Practicum and/or Internship supervisors should initially discuss their concerns with the director, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty and or Director. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary and/or the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible problematic behavior has been identified, the faculty of the Program meet with the student to review the evaluation, and to determine whether a problem actually exists. In addition, the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and, if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

- While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be as easy to remediate:
- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be documented by the student's advisor, using the *Student Performance Remediation Plan* that immediately follows this section.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the *Performance Review Cover Sheet* (also following this section) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the *Seton Hall University Handbook*.

Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. This plan must be made within three weeks of initial meeting. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the Remediation Plan including student comments and faculty signatures must be placed in the student's file. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Student Performance Review Cover Sheet

Date of Initial Meeting with Student: _____

Faculty Members Present (Must include Program Director and Student's Advisor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting _____

Faculty Recommendation:

No action required

Remediation required (attach copy of plan)

Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student's Advisor _____

Date _____

Program Director _____

Date _____

_____ Date of Student

Feedback Meeting _____

Student Comments:

Signature of Student:

Date:

(Does not indicate agreement)

Student Performance Remediation Plan

(check one) Initial Plan Review Follow-up Final Review

Student:

Date:

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Remediation Plan and Schedule:

Area

Specific Behavioral Objectives and Target Dates	Method of Remediation	Met? Y/N
A		
B		
C		

D		
---	--	--

Progress Since Last Review (if applicable): _____ Sufficient _____ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable):

Student Reactions:

Signatures:

Student Signature:

Advisor:

Program Director:

US News and World Report School Psychologist Overview

- #2 in [Best Social Services Jobs](#)
- #20 in [Best STEM Jobs](#)
- #45 in [100 Best Jobs](#)



Median Salary - \$75,090 Unemployment Rate - 0.9%
Number of Jobs - 21,000

What is a School Psychologist?

School psychologists identify, diagnose and treat students with learning disabilities, mental disorders and other behavioral, cognitive or emotional problems. They also develop plans for addressing these issues and refer students to other mental health resources when necessary.

Their job duties are varied. These mental health professionals might help students, such as high school seniors applying to colleges, manage stress. They might role-play with students on the autism spectrum. Or, they might counsel and refer a student who has expressed suicidal thoughts. They also might discuss a student's anxiety and depression issues with a concerned parent. And these professionals must handle a copious amount of documentation and paperwork.

Pamela Agan-Smith, a school psychologist who has worked with students in the Greenville Central School District in Greenville, New York, for more than 30 years, says the biggest issues facing her students these days involve mental health. "Public school students face a pretty stressful environment," she notes. For some students, this stress morphs into suicidal thoughts, anxiety and depression, and the school psychologist is the point person to address these concerns.

A heightened awareness of mental health's connection to learning and the rising need of mental health services in schools are driving the demand for more school psychologists. However, this demand is tempered by state and local funding for schools, which is inadequate in some cases. The Bureau of Labor Statistics projects 14.3 percent employment growth for school psychologists between 2016 and 2026. In that period, an estimated 21,000 jobs should open up. In 2019, school psychologists ranked #2 in overall satisfaction of all mental health jobs and 45 in overall best jobs!

SETON HALL UNIVERSITY
 College of Education and Human Services
 Department of Professional Psychology and Family Therapy
 School Psychology Program

What Does a School Psychologist do?

Assessment

School psychologists work with children, parents and staff to help determine a child's:
 Academic skills
 Learning aptitudes and styles
 Personality and emotional development
 Social skills and behavior issues
 Learning environments, school climate
 Special education eligibility

Consultation

Help teachers, parents, and administrators understand child development and learning
 Provide positive alternatives for helping children with learning and behavior problems
 Strengthen working relationships among educators, parents, and community services

Prevention

Implement programs to build positive connections between students and adults
 Identify potential learning difficulties early
 Design programs for children at risk
 Help adults to address problem behavior(s)
 Foster tolerance and appreciation of diversity
 Create safe, supportive learning environments

Intervention

Work face-to-face with children and families
 Develop individualized solutions for learning and adjustment
 Plan and implement crisis response
 Provide counseling, social skills training, and behavior management solutions

Education

Train teachers and parents in:
 Teaching and learning strategies
 Parenting techniques
 Classroom management techniques
 Working with exceptional students
 Strategies to address substance abuse and risky behaviors
 Crisis prevention and response

Research and Program Development

Recommend and implement evidence-based programs and strategies
 Generate new knowledge of learning and behavior
 Evaluate effectiveness of programs and interventions
 Contribute to school-wide reform and restructuring

Mental Health Care

Deliver school-linked mental health services
 Coordinate with community resources and health care providers
 Partner with parents and teachers to create healthy school environments

Advocacy

NASP and state professional associations are dedicated to advocacy
 School Psychologists Encourage/Sponsor:
 Appropriate education placements
 Education reform
 Legislative involvement
 Community services and programs
 Funding for adequate resources

APPENDIX I

Affiliation Agreement

Seton Hall University
 College of Education and Human Services
 Department of Professional Psychology
 and Family Therapy

Agreement dated _____, 20____ between _____, located at _____ (hereinafter the "Site") and Seton Hall University, located at 400 South Orange Ave., South Orange, NJ, 07079 (hereinafter the "University") which offers graduate programs in counseling, psychology, and marriage and family therapy. The above Parties agree to the following terms of this contract (hereinafter the "Agreement"). Details regarding work schedules and expectations for individual students will be provided in an Appendix to this Agreement prior to the start of each student's placement at the Site.

Site Responsibilities

1. Administrative Services and Support

The administration of the Site agrees to provide the following:

- a. Support. Administrative support including, but not limited to, resources and specific budgetary resources for supervised practicum/internship training as described herein.
- b. Orientation. Comprehensive orientation to the Site, including but not limited to, policies, philosophy, procedures, protocols, rules, and expectations.
- c. Role Models. Commitment to provide a variety of roles models that represent the diversity of professionals in the field. Sites will afford students the opportunity to interact with a diverse staff and client/patient population whenever feasible.

2. Supervision

The designated supervisor at the Site shall provide the following:

- a. Continuity. The supervisor shall provide a continuity of supervision and supervised activities and experiences as described herein.
- b. Expertise. The supervisor shall be a clearly designated licensed or license-eligible professional appropriate to the degree program.
- c. Client welfare. The Site personnel shall provide clinical direction and supervision to the students participating in the program. Site personnel are responsible for all client/patient

contact and patient care and all decisions regarding patient care; in the event of a difference of opinion concerning the care of a patient, the decision of Site personnel shall prevail and control all parties involved.

- d. Documentation. The supervisor shall certify the number of student hours and appropriate categories of client contact, based upon the student's documentation, to the Site and University.
- e. Disciplinary Actions. The supervisor will inform the student, Site administration, and Program Coordinator of potential disciplinary issues in a timely manner. The Ethical and Professional Guidelines of the respective accrediting bodies shall serve as the basis for such issues.
- f. Evaluation. The supervisor shall provide evaluation(s) of each student at intervals specified by the graduate program in which the student is enrolled.

3. Supervised Experiences and Activities

The Site will provide training activities/experiences that are:

- a. integral to the regular performance of the Site's normal professional functions, duties and responsibilities.
- b. affirming of and demonstrating a high regard for human dignity. Students shall not be required to participate in practices that restrict the exercise of civil or human rights of any person or which impair the quality and nature of professional training in psychology as defined by the respective accrediting entities.
- c. continuous and sequenced in an organized manner and encompass a variety of presenting problems.
- d. consistent with the fulfillment of minimum hours and categories of client/patient contact as required by the student's respective program.
- e. facilitative of audio and videotaping of student interaction with clients, if appropriate to client welfare, and not prohibited by Site policy.
- f. conducive to opportunities for research in applications of theory and practice if possible and practical.
- g. necessary to meet requirements established by state policy-making boards.

4. Evaluation

- a. Each student will be evaluated according to clearly pre-defined criteria and a schedule as specified in the Appendix.
- b. Evaluations will be shared orally with the student and provided in written form to the administration of the Site, the student, and the director of the Program.

5. Data Security

- a. Protection of Confidential Data: The Site agrees to abide by the limitations on re-disclosure of personally identifiable information from education records set forth in The Family Educational Rights and Privacy Act (34 CFR § 99.33 (a)(2)) and with the terms set forth below. 34 CFR 99.33 (a)(2) states that the officers, employees and agents of a party that

receives education record information from the University may use the information, but only for the purposes for which the disclosure was made.

b. Definition: *Covered data and information (CDI)* includes paper and electronic student education record information: 1) supplied by the University and/or the University's students to the Site or 2) created by the Site in connection with the Agreement between the parties.

c. Acknowledgment of Access to CDI: The Site acknowledges that the Agreement allows the Site access to CDI.

d. Prohibition on Unauthorized Use or Disclosure of CDI: The Site agrees to hold CDI in strict confidence. The Site shall not use or disclose CDI that it creates or is received from or on behalf of the University (or its students) except as permitted or required by the Agreement, as required by law, or as otherwise authorized in writing by the University. The Site agrees not to use CDI for any purpose other than the purpose for which the disclosure or creation was made.

e. Return of CDI: Upon termination, cancellation, expiration or other conclusion of the Agreement, the Site shall return all CDI to the University or, if the CDI was provided by a student, the Site shall return the CDI to the student.

f. Maintenance of the Security of Electronic Information: The Site shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted CDI received from, or on behalf of the University or its students, or created by the Site. These measures will be extended by contract to all subcontractors used by the Site and shall survive the termination or expiration of this Agreement.

g. Remedies: If the University reasonably determines in good faith that the Site has materially breached any of its obligations under this Section, the University, in its sole discretion, shall have the right to terminate the Agreement immediately if cure is not possible.

h. Reporting of Unauthorized Disclosures or Misuse of Covered Data and Information: The Site shall, within one (1) day of discovery, report to the University any use or disclosure of CDI not authorized by this Agreement or in writing by the University. The Site's report shall identify: (i) the nature of the unauthorized use or disclosure, (ii) the CDI used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what the Site has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (v) what corrective action the Site has taken or shall take to prevent future similar unauthorized use or disclosure. The Site shall provide such other information, including a written report, as reasonably requested by the University.

i. Indemnity: Notwithstanding anything to the contrary in the Agreement, the Site shall defend and hold the University harmless from all claims, liabilities, damages, or judgments involving a third party, including the University's costs and attorney fees, which arise as a result of the Site's failure to meet any of its obligations under this Data Security Section.

6. **Insurance**

a. Throughout the term of this Agreement, the Site agrees to provide and maintain General Liability insurance coverage in the amount of one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) in the aggregate, per year, and Licensed Professional Liability insurance coverage in the amount of one million dollars (\$1,000,000) per occurrence and one million dollars (\$1,000,000) in the aggregate, per year, for its employees, staff and volunteers participating in the Program. The Site shall provide the University with evidence of such coverage upon request. The Site further agrees to include and list the University as an additional named insured and shall not cancel said policies of insurance without providing the University thirty (30) days advance written notice thereof. The insurance coverage provided to the University as an additional named insured shall be primary and non-contributory.

b. In addition, the Site shall comply with any and all requirements under the Workers Compensation laws of the State of New Jersey with respect to coverage for the Site employees in connection with their activities under this Agreement.

7. **Representation and Warranty**

The Site represents and warrants to University that Site and its members, directors, officers, employees and agents (collectively "Personnel") (i) are not listed on the General Services Administration's Excluded Parties List System ("GSA List"), and (ii) are not suspended or excluded from participation in any federal health care programs, as defined under 42 U.S.C. § 1320a-7b(f), or any form of state Medicaid program (collectively, "Government Payor Programs"), and to the Site's knowledge, there are no pending or threatened governmental investigations that may lead to suspension or exclusion of Site or Personnel from Government Payor Programs or may be cause for listing on the GSA List. The Site agrees to notify the University of any suspension or exclusion from Government Payor Programs within three (3) business days of the Site's first learning of it. The University shall have the right to immediately terminate this Agreement upon learning of any such suspension or exclusion.

The Site agrees to provide and maintain General Liability insurance coverage in the amount of one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) in the aggregate, per year, and Licensed Professional Liability insurance coverage for each student and faculty member participating in the required curriculum activities of the program at the Site in the amount of one million dollars (\$1,000,000.00) per occurrence and one million dollars (\$1,000,000.00) in the aggregate, per year. The University shall provide the Site with evidence of such coverage upon request.

Joint Responsibilities

1. It is mutually agreed and understood that nothing in this agreement implies an employee/employer relationship between University instructors or students and the Site.
2. University agrees to defend, indemnify and hold harmless the Site, its affiliates, subsidiaries, and parent and their directors, trustees, officers, agents, servants and employees from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of negligent acts or omissions of the University and/or its officer, employees, students or faculty members in connection with their duties

and responsibilities under this Agreement.

3. In addition to its indemnity responsibilities in connection with data security under Section 5, the Site agrees to defend, indemnify and hold harmless the University and its regents, trustees, officers, employees and students from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of conditions existing at the Site or the negligent acts or omissions of the Site and/or its employees or agents in connection with their duties and responsibilities under this Agreement. If the University incurs any expenses, including but not limited to attorneys' fees, in connection with enforcing Site's obligation to defend, indemnify and/or hold the University and/or its students harmless, Site agrees to reimburse the University for any and all such expenses.
4. Each party agrees that it shall give the other party prompt written notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification above.
5. Both parties agree that in the event that indemnification is sought under this provision, the party seeking indemnification shall furnish the indemnifying party, upon request, all information and assistance available to the indemnified party for defense against any such claim, suit, or demand.
6. This agreement shall be governed, interpreted, and construed in accordance with the laws of the State of New Jersey.
7. Both parties agree not to discriminate against any student, in any manner whatsoever on account of race, creed, color, religion, veteran's status, marital status, gender, pregnancy, age, national origin, ancestry, affectional or sexual orientation, disability, gender identity or expression, domestic partnership or civil union status, genetic information or membership in any other class protected by state or federal law.
8. All notices to the parties must be in writing, signed by the party giving it, and shall be deemed delivered when delivered in person or three (3) days after deposit in the United States mail, postage prepaid, addressed as follows:

University Representative

Maureen Gillette, Ph.D.

Dean, College of Education and Human Services
 468 Jubilee Hall
 Seton Hall University
 400 South Orange Avenue
 South Orange, NJ 07079

Site Representative

Name & Title

Site

Address

City, State, Zip

9. The term of this Agreement shall be from _____ until _____.
10. This Agreement may be terminated at any time by mutual consent of the parties or it may be terminated by either party upon thirty (30) days written notice to the other party at the address provided above. In the event of a nonconsensual termination of this Agreement by either party, such termination shall not become effective until the students then involved in the internship/practicum have an opportunity to complete the current semester.
11. All matters of material concern to the Site and University in connection with the Program shall be discussed by the parties as the need to do so arises.

In witness hereto, the parties affix their signatures.

SITE

By: _____

Dated: _____

SETON HALL UNIVERSITY

By: _____

Dated: _____

Katia Passerini, Ph.D.
Interim Provost and Executive Vice President