



School Psychology PsyD Program

Information for Applicants

PROGRAM OVERVIEW

William James College offers a doctoral degree (PsyD) in school psychology that prepares practitioners to assume leadership roles in the field, with an emphasis on the delivery of mental health services in schools as well as development of advanced level practice skills.

MISSION AND PURPOSE

The values and training model of William James College are reflected in the College' mission statement:

William James College strives to be a preeminent school of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society.

The School Psychology PsyD Program has been developed to serve the public need for highly skilled school psychologists and child mental health professionals. The Program prepares professional school psychologists via a practitioner-scholar training model, as rigorous academic studies are integrated with closely supervised clinical practice. Consistent with the College's mission, the Program emphasizes experiential education, social responsibility and personal growth. Central to these core values is a commitment to appreciating and respect all aspects of diversity. In keeping with the model, values and philosophy described above, Programs goals are as follows:

1. Students will demonstrate professional behaviors and attitudes that optimize their effectiveness as practitioners and role models.
2. Students will be prepared to apply a broad foundation of psychological knowledge and theory to professional practice, enabling them to apply a scientific, evidence-based perspective to their understanding of human behavior.
3. Students will be prepared to apply a sound foundation of practice-related knowledge, skills, and attitudes in delivering a comprehensive array of school psychological services.
4. Students will attain knowledge and develop skills and attitudes that prepare them to assume leadership and supervisory roles in their work environments and in the professional community

WHO SHOULD APPLY

Individuals in any of the following three categories are encouraged to apply:

1. The applicant holds a Bachelor's degree in psychology, education, or a closely related field; and has a strong record of academic performance and relevant work. Applicants in this category would seek admission as an M.A./CAGS/PsyD student.
2. If offered admission to the M.A./CAGS program but not the PsyD program, a matriculated student in good standing can apply to the PsyD in School Psychology program after transitioning from the MA to the CAGS level of the program in the fall of Year 2.
3. The applicant holds a specialist level (e.g., CAGS) degree in school psychology and seeks admission to the PsyD program as an *advanced standing* student. A student who is admitted with advanced standing may apply for advanced standing credit for qualifying coursework completed for the specialist level degree program (see details below).

Students who complete the MA/CAGS level of the Program and students who are admitted with advanced standing to the PsyD will typically qualify for licensure as a school psychologist in Massachusetts, as well as other states. Although the Program is compatible with full-time work as a school psychologist, this makes for a complicated schedule and a challenging workload. Students in the Program are encouraged to consider a reduced work schedule in order to fully benefit from the and successfully meet Program requirements as a full-time student.

The PsyD degree affords the additional value over a specialist degree in school psychology in several ways. A doctoral program (1) provides more advanced training, (2) offers the opportunity to develop areas of specialized expertise, (3) increases the capacity to supervise other professionals, (4) expands opportunities to teach in higher education, (5) enhances the capacity to conduct research and evaluation studies, and (5) may qualify an individual to practice independently as a psychologist.

CURRICULUM

The MA/CAGS level of the Program consists of coursework and related field work through which the candidate earns 66 semester credits over 3 years of full time study. This provides the candidate with the essential skills, knowledge, and credentials to function as a licensed psychologist in school- and education-related roles. The PsyD phase of the program consists of advanced coursework that enables candidates to broaden their scope of practice, enhance their effectiveness in leadership and supervisory roles, and deliver specialized services that schools do not routinely offer. This brings the total coursework requirement to 120 credits (124 if internship is completed over a two year period). Upon subsequent completion of a supervised post-graduation professional experience, a Program graduate may qualify for licensure as a psychologist.

See Appendix A for the list of coursework at these respective phases.

Course Schedule and Format

A typical course load for doctoral students is four courses each summer, yielding 8 to 10 credits, and two courses each Fall and Spring semester, yielding 4 to 8 credits each semester, for a total of approximately 20 credits per year.

The PsyD level of the Program begins with summer courses in the fourth year of study. A typical schedule for 2-credit course would be two weeks of half-day classes. A typical schedule for a 3-credit course would be three weeks of half day classes. The tentative dates for Summer 2016 are as follows:

July 11	Orientation
July 11-15	Instruction Week 1
July 18-22	Instruction Week 2
July 25-29	Instruction Week 3
August 1-5	Reading Week
August 8-12	Instruction Week 4
August 15-19	Instruction Week 5

During the school year, core courses are scheduled during the late afternoon and evening, with most required courses offered on Thursdays. Elective courses are typically offered on Monday evenings. Occasionally, a class meets on a weekend date.

Students who enter the Program at the MA/CAGS level should expect to complete the PsyD level of the Program in 3 years, completing the doctoral internship in the final year. Students who enter the Program as an advanced standing student at the PsyD level should expect to complete the PsyD level of the Program in 4 years, completing the doctoral internship in the final year. The Program affords some flexibility in the pace at which the PsyD level is completed. Completing the doctoral internship over a two-year period will typically add an additional year to Program completion time.

Field Work

In keeping with the College's "integrated model," the Program links coursework with concurrent field work, providing the opportunity to practice skills as they are learned in the classroom. All practicum placements are supported by concurrent field experience seminars. Students complete a Year 1 practicum of 300 hours in an elementary school setting, and a Year 2 practicum of 500 hours in a secondary school setting. A number of courses at the MA/CAGS level of the Program have assignments that are completed in the concurrent practicum. The MA/CAGS level of the Program concludes with a full-year 1200-hour specialist level internship that complies with National Association of School Psychologists (NASP) standards.

The doctoral internship requires a minimum of 1600 hours. The internship may be completed over a period of 1-2 years, at a minimum of 16 hours per week. The doctoral internship, if completed over a two year period, will require an additional 2 credits each in Fall and Spring semesters, bringing the Program coursework requirement to a total of 124 credits. Job-as-placement cannot serve as the field setting for the doctoral internship..

Doctoral Project

The Doctoral Project is a culminating component of the academic program. The student selects a topic of school psychology practice that has emerged as a particular area of interest. Doctoral project work promotes the integration, expansion and consolidation of previously established research and/or investigation competencies.

Students take a series of three courses (Doctoral Project I: Orientation, Doctoral Project II: Advanced Research Methods, and Doctoral Project III: Project Design and Development) in the second or third year of the PsyD level of the Program to supplement previous research training and to expedite completion of the doctoral program. After submitting the doctoral project proposal, students register for Doctoral Project IV: Individual Mentorship and (if necessary) Continuing Doctoral Project for ongoing support by the doctoral project chair and committee. Upon completion of the doctoral project, as approved by the student's committee, the student presents a doctoral project colloquium to the William James College community.

Other Program Requirements:

1. Assessment and Planning Conference.

All students participate in an individualized Assessment and Planning (A&P) Conference at the conclusion of each year in the program. A&P Conferences serve two essential functions: (1) overall assessment of a student's performance in all areas of the program and (2) individualized degree planning. A&P Conferences establish and assure clear academic and professional standards, while identifying and assessing a student's unique background, interests, learning goals, and professional aspirations. Intermediate A&P Conferences are held on an as-needed basis to address emergent issues.

1. Massachusetts Tests for Educator Licensure (MTEL) or Equivalent

A passing score on the Communications and Literacy Skills test of the MTEL is a Program requirement, as it is required for licensure as an educator in Massachusetts. Students admitted to PsyD level with advanced standing must meet the MTEL requirement or the equivalent literacy test for educator licensure for the state in which the student resides.

2. National Certification/Praxis II Assessment

Students are expected to attain certification as a Nationally Certified School Psychologist (NCSP). Students are eligible to apply for the NCSP credential upon completion of the MA/CAGS level of the Program, and are strongly encouraged to do so at this juncture. To qualify for the NCSP, students must obtain a passing score (165 or higher) on the School Psychologist Praxis II assessment to demonstrate foundational knowledge of comprehensive and integrated school psychological services. (Note: a passing score on the Praxis II is also a requirement for Massachusetts licensure as a school psychologist at the professional level.) Students admitted with advanced standing should take the Praxis II assessment and/or initiate the NCSP application soon after they matriculate if they have not already met this Program requirement.

4. Measurement Competency Examination

Students in the first year of PsyD-level coursework take a measurement competency examination to ensure they have the essential foundational skills for psychological assessment and other professional. Students must obtain a passing score of 80% correct.

ADVANCED STANDING CREDIT

Applicants who are offered admission with advanced standing to the School Psychology PsyD Program have the opportunity to submit documentation to determine what prior coursework and experience will be approved to meet Program requirements (see instructions, Appendix 8). Admitted applicants do so by completing an Advanced Standing Credit form for each course for which advanced standing credit is sought (see sample, Appendix 9). The advanced standing application is reviewed by the Program faculty, with three possible outcomes for each course under consideration:

- A course is accepted toward advanced standing, with a concomitant reduction in the overall minimum number of credits required for the degree.
- A course is conditionally accepted toward advanced standing, contingent upon the applicant subsequently demonstrating attainment of the Program competencies addressed by the given course.
- A course waiver is granted, with no reduction in the number of overall credits required for the degree.
- No advanced standing credit or waiver is granted.

Prior to the decision date for accepting or declining the offer of admission, applicants are provided with an initial (determination of the faculty review of their advanced standing application, indicating the projected advanced standing credits and course waivers that will be granted.

Advanced standing credit is subject to the following conditions and limitations:

- a. Consideration for advanced standing credit is limited to graduate level courses completed at another accredited institution for which a grade of B or better (not B-) was awarded.
- b. Courses completed within the past 5 years will receive full consideration for advanced standing credit. Applicants may, however, submit documentation of courses taken more than 5 years prior to matriculation, as advanced standing credit may be considered under the conditions described in e., below.
- c. No more than 62 credits that comprise a student's degree program may be satisfied through advanced standing credit.

- d. Graduate coursework that is proposed for advanced standing credit must be recognized as meeting licensure or accreditation standards, where applicable.
- e. Credit for a course completed more than 5 years prior to matriculation may be considered for credit under the following conditions:
 - i. The course substantially addresses the Program competencies associated with the William James College course, as identified on the respective advanced standing worksheet;
 - ii. Course content has not significantly changed over time; and
 - iii. Subsequent to matriculation, the applicant satisfactorily completes all course requirements (i.e., readings, assignments) directly related to the Program competencies indicated on the respective Advanced Standing Credit Form. These requirements and their satisfactory completion are documented by the faculty on the respective Advanced Standing Credit Form.
 - iv. A faculty member with expertise in the topic area confers with the student to determine whether the student's level of competency is commensurate with Program expectations.

ADMISSIONS REQUIREMENTS

The online application (available at www.mspp.edu/admissions/apply) requires:

1. Earned B.A. or B.S. degree;
2. Prior coursework or relevant experience in psychology or education;
3. Completed application that includes:
 - a. Three recommendations (online),
 - b. Official transcripts,
 - c. Essays;
4. Undergraduate GPA of 3.0 or better;
5. Graduate Record Examination (GRE) ; and
6. Interview, upon invitation.

MA/CAGS/PsyD Admission

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| A. Application deadline: | January 8, 2016 |
| B. Interview date: | Saturday, February 27, 2016 |
| C. Notification of admissions offer | By March 12, 2016 |
| D. Admissions offer acceptance deadline: | April 15, 2016 |

Admission with Advanced Standing

Applicants for admission with advanced standing must have completed, or will complete prior to matriculation, a specialist level program in school psychology. To qualify for advanced standing, the applicant must have earned 30 or more advanced standing credits toward meeting Program requirements, as listed below. Advanced standing applicants who are offered an interview must supplement their applications by submitting a psychoeducational assessment report. They are encouraged to submit School Psychology Praxis II test scores to support their application.

The following timelines are for advanced standing applicants *only*:

- a. Advanced standing application deadline: November 27, 2015
- b. Notification of interview offer: By December 18, 2015
- c. Interview date: Saturday, January 30, 2016
- d. Notification of admissions offer: By February 9, 2016
- e. Submission of documentation to request advanced standing credit: February 15 - March 1, 2016
- f. MSPP response to documentation review: Within six weeks of submission
- g. Admissions offer acceptance deadline: April 15, 2016

Curriculum Outline

Core Courses, M.A./CAGS Level¹		
Course Number	Course Title	Credits
IA 520	Instructional Assessment & Intervention	3
RS 526	Statistics ²	3
LS 659	Lifespan Development ³	3
SN 512	Educating Children & Adolescents with Special Needs	3
FP 501	Practicum I: School Environment & Educational Assessment	2
PA 500	Psychoeducational Assessment	3
BC 521	Behavioral Assessment, Intervention, and Consultation	3
PY 521	Psychopathology of Childhood and Adolescence	3
RS 555	Research and Evaluation Methods ³	3
FP 502	Practicum II: Psychoeducational Assessment & Intervention	3
CC 522	Diversity and Cross Cultural Psychology ³	3
PH 501	Preventive Mental Health in the Schools	2
PA 600	Social-Emotional Assessment	3
CX 610	Counseling and Psychotherapy in Schools	3
GR 611	Group Process and Group Therapy	3
FP 601	Practicum III: Clinical Practice	2
PS 630	Legal, Ethical and Professional Issues in School Psychology ³	3
BL 622	Biological Bases of Behavior and Learning ³	3
CO 650	Consultation in Schools	3
FP 602	Practicum IV: Clinical Practice	2

¹ Candidates must meet these course requirements or the equivalent (i.e., through advanced standing, course waiver, directed study, or transfer of credit)

² Required for Massachusetts psychology licensure

FP 701	Internship A	3
CS 701	Internship Seminar A	2
FP 702	Internship B	3
CS 702	Internship Seminar B	2

Core Courses, PsyD Level		
Course Number	Course Title	Credits
	Psychological Foundations (all required)	
CA 601	Cognitive and Affective Bases of Behavior ³	3
PS 600	History and Systems ³	2
PS603	Social Bases of Behavior ³	3
	System Interventions and Indirect Services (all required)	
CO 780	Advanced Consultation Skills	3
SU 820	Supervision and Administration of School Psychological Services ⁴	2
	Psychoeducational Theory and Practice (minimum of 2 courses)	
IA 772	Learning Disabilities: Research to Practice	2
IA 774	Academic Intervention	2
IA 776	Preschool Services: Assessment & Intervention	2
IA 777	Autism Spectrum Disorders	2
	Assessment (all required)	
PA 760	Bilingual and Culturally Competent Assessment (required)	2
PA 700	Advanced Psychoeducational Assessment	2
PA 725	Advanced Social-Emotional Assessment of Children and Adolescents ⁴ (required)	2
	Clinical Interventions (minimum of 3 courses)	
BX 710	Advanced Behavioral Techniques with Children and Families (required)	3
CL 521	Clinical Interviewing with Children and Families (required)	2
CX 770	Brief Counseling in School Practice	2
FX 630	Working with Multi-stressed Families	3

	PsyD Level Practica (all required)	
FP 721	Practicum in Advanced Assessment	3
FP 722	Practicum in Advanced Assessment	3
FP 725	Doctoral Practicum in Clinical Services I	3
FP 726	Doctoral Practicum in Clinical Services II	3
	Doctoral Project and Internship coursework	
PR 825	Doctoral Project I: Orientation	1
PR 826	Doctoral Project II: Advanced Research Methods	3
PR 827	Doctoral Project III: Project Design and Development	1
PR 925	Doctoral Project IV: Individual Mentorship	2
PR 950	Continuing Doctoral project (tuition only; 20 hour/week contractual obligation)	0
PR 951	Continuing Doctoral project (tuition only)	0
FP 801	Doctoral Internship	2
FP 802	Doctoral Internship	2
FP 803/804	Doctoral Internship (continuing, as needed)	(2)
	Additional Elective Courses	
CC 549	Introduction to Latino Culture	1
CC 550	The Experience of Latinos in the United States	1
CC 551	Clinical Work with Latinos in the United States	1
CS 553	Clinical Seminar in Latino Mental Health	1
CS 554	Clinical Seminar in Latino Mental Health	1
CX 500	College Mental Health Practice	2
FP 727	Doctoral Practicum in Clinical Services (second year)	2
FP 728	Doctoral Practicum in Clinical Services (second year)	2
FP 831	Field Experience in Supervision and Administration ⁵	1
FX 600	Infant, Toddler, Parent Intervention	2
GT 520	Gender Theory	2
HP 530	Theoretical Foundations in Clinical Health Psych.	2
MH512	Forensic Psychology I: Children and Families	2
MH 732	Children's Mental Health Policy and Systems	2
MV 515	Military Families and the Cycle of Deployment	2
PA 735	Rorschach Essentials	3
PT 785	Interpersonal Psychotherapy	2
PY 522	Adult Psychopathology	3
SB 522	Addictive Disorders: Theory and Treatment	2
SB 631	Eating Disorders	3
XX 550	Directed Study	1-2
	Total Credits	120

For more information about William James College and the School Psychology PsyD Program, go to:

www.williamjames.edu

www.williamjames.edu/academics/school/school-psyd

For financial aid inquiries:

www.williamjames.edu/admissions/tuition-and-aid

617-327-6777 x1501 or x1524

For admissions information:

www.williamjames.edu/admissions

617-327-6777 x1506 or x1507

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