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Proposal for a Ph.D. in School Psychology
Indiana University School of Education
Department of Counseling and Educational Psychology
Bloomington Campus
February 15, 2005

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Table of Contents

	Page
Cover Page and Abstract	4
Program Rationale	5
Program Philosophy and Goals	5
Students Admitted to the Program	6
Curriculum	6
Employment Possibilities	8
Program Description	8
Program Competencies	10
Admission Requirements and Student Characteristics	14
Financial Support	14
Description of Core Program Courses, Practica, and Internship	15
Other Courses Often Taken in the Minor or Electives	18
Related Courses	20
Sample Program of Studies	22
Qualifying Examinations	24
Internship	25
Dissertation	25
Institute for Child Study	25
Program Faculty	26
Affiliate Faculty	26
Adjunct Faculty	27

Regional, State, and National Factors	27
Program Impact	28
Evaluation Plan	28
Additional Resources Needed	28
Contact Information	29
References	29

INSTITUTION: Indiana University-Bloomington

SCHOOL: Education

DEGREE PROGRAM TITLE: Ph.D. in School Psychology

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE:

Doctor of Philosophy/

LOCATION OF PROGRAM/CAMPUS CODE: IUB

PROJECTED DATE OF IMPLEMENTATION: August, 2005

DATE PROPOSAL WAS APPROVED BY INSTITUTION BOARD OF TRUSTEES:

SIGNATURE OF AUTHORIZING INSTITUTIONAL OFFICER:

(Typed name and title)

DATE:

DATE RECEIVED BY COMMISSION FOR HIGHER EDUCATION: _____

COMMISSION ACTION: _____

DATE: _____

ABSTRACT:

This document proposes a Ph.D. in School Psychology in the School of Education at Indiana University-Bloomington. The proposed degree is not a new program, however. A Ph.D. in Educational Psychology with a specialization in School Psychology has been offered at IUB since the 1960's. Due to reconfigurations within the Department of Counseling and Educational Psychology that include a proposed change in the title of the Ph.D. degree to be offered, School Psychology graduates may not be able to obtain licensure for the independent practice of psychology by state licensing boards. Therefore, IUB seeks to confer a Ph.D. in School Psychology, rather than in Educational Psychology with a School Psychology specialization. No new resources are needed.

Program Rationale

The School Psychology program produces graduates who work with schools and other entities to apply psychological principles and techniques to improve the academic, social, and personal functioning of children and youth. This orientation is consistent with the mission of the Indiana University School of Education to produce graduates who will provide service to Indiana, prepare elementary and secondary teachers, prepare specialists to service specific needs of children and youth, prepare researchers and academicians, and produce disciplined inquiry. School psychologists are needed to provide a range of services to children and youth in and out of the school setting. A 1999 report by the U.S. Surgeon General's office indicated that the public schools provide the major percentage of mental health services to children. Schools are required by state and federal law to provide psychological services to students with special needs, thereby mandating a need for well-trained school psychologists.

Program Philosophy and Goals

The primary objective of the program is to continue to prepare school psychologists to practice within schools, hospitals, clinics, and other applied settings, as well as to meet the increasing demand for faculty in school psychology programs in colleges and universities. The program has a stated philosophy and goals.

Program Philosophy

The School Psychology Program at Indiana University is grounded in the scientist-practitioner model in which the graduate is prepared to solve problems associated with the personal, social, and educational development of children and youth from diverse cultural, economic, ethnic, and racial backgrounds. Emphasis is placed on the integration of research and practice, with the goal to instill in the student the belief that the professional psychologist should use current knowledge to address the myriad of factors that may affect children's development. Scientist-practitioners also contribute to the knowledge base of psychology. School psychologists address the needs of individual students and advocate for change using population-based approaches to serve children and families.

Program Goals

1. To prepare school psychologists to select from a broad range of theoretical, evidence-based, and practical options in assessing and intervening in schools and other settings.
2. To prepare and foster culturally responsive professionals who are aware of and able to respond appropriately to the diverse needs of children and families.

3. To prepare scientist-practitioners capable of designing and delivering interventions that will improve the match between learners and environment, and to link intervention with quality assessments of both the learner and the learning environment.
4. To provide school psychologists with authentic experiences that will prepare them to be effective agents of change in applied settings.
5. To foster the development of socially responsible psychologists equipped with the skills and knowledge to become leaders committed to the education and development of all children, especially those at risk for learning and behavior problems.

Students Admitted to the Program

Approximately 90% of students admitted to doctoral study in School Psychology have baccalaureate degrees in psychology, with the remainder in education and other fields. This demographic has remained consistent for many years and is not likely to change significantly. Admission to the program is highly competitive, with admission rates of about one for every eight to ten applicants. Typical GRE Verbal + Quantitative scores are about 1200 and mean undergraduate GPAs have ranged between 3.5 and 3.7 from major institutions or selective smaller schools with high academic standards. The majority of incoming students aspire to be practitioners of psychology, while about ten to twenty-five percent seek research or teaching positions, which is consistent with national trends.

Curriculum

A minimum of 90 semester hours are required for the degree. No more than thirty semester hours of graduate credit can be transferred from another university. Transfer of graduate credit does not occur often, however, because the majority of students enter directly from the bachelor's degree.

The ninety (90) hours are apportioned as follows:

School Psychology	45 hours
Research Methods	12 hours
Minor	12 hours
Dissertation	15 hours
Electives	6 hours

Although these hours represent minimal requirements, most students exceed them. The School Psychology program curriculum fulfills the requirements of several entities:

IUB Research and the University Graduate School
School of Education Graduate Program
American Psychological Association Accreditation Standards
National Association of School Psychologists Training Standards
State licensing boards for the independent practice of psychology
State departments of education licensing/credentialing standards
National Register of Health Service Providers in Psychology

Required School Psychology Courses (45 hours)

The core curriculum of the program includes coursework, required field-based practica of no fewer than seven hundred (700) clock hours, followed by a required one year internship comprising at least fifteen hundred (1500) clock hours. Most students elect to take up to 1500 hours of practicum and complete internships of at least 2000 hours. The practicum experiences are completed within approximately a 60-mile radius of Bloomington in schools, clinics, hospitals, and other settings. Most often, the internship is completed in sites other than Bloomington or the surrounding area. The site for an internship depends almost exclusively on the student's professional goals and prospective employment. The didactic courses cover a variety of professional topics, including professional ethics and legal standards, psychological assessment, intervention, consultation, research, individual differences, biological bases of behavior, human learning, general and special education, cultural diversity, and social bases of behavior.

Research and Inquiry (12 hours)

Students take a minimum of twelve (12) hours of research and inquiry courses consisting of intermediate and advanced statistics and research design. Elective courses include qualitative research methods, advanced topical seminars, and psychometric theory.

Minor (12 hours)

Students develop a minor in an area of interest that is outside of the School Psychology Program. Most students select counseling psychology or special education as the minor.

Electives (6 hours)

Students may take electives in any area of interest and often these courses are selected to increase clinical or research skills.

Dissertation (15 hours)

Students take a dissertation preparation seminar or independent study course to work on developing the dissertation proposal. They then take 12 hours of dissertation credit to complete the thesis.

Employment Possibilities

The demand for school psychologists in Indiana and the nation is high. All public schools must employ school psychologists to comply with state and federal laws and the demand far exceeds the supply. In academia, there is a corresponding shortage of school psychologists entering the professoriate. It is predicted that as many as 25% of current school psychologists will retire within the next five years from both practice and academia (Curtis, Grier, & Hunley, 2004). National projections indicate that training programs will not be able to produce sufficient number of graduates to fill the need within five years. Our recent graduates have had no difficulty finding employment.

Program Description

Students receive preparation in foundations of psychology and education, practices and methodologies of school psychology, the multicultural context of the school, and research inquiry techniques through course work and practical experience. Practicum and experiential aspects of the profession begin from the first semester of enrollment, and there is a variety of opportunities to expand and apply acquired skills. Practica are offered concurrently with theoretical and applied course work.

The first semester includes the seminar *Ethical, Legal, and Professional Issues in School Psychology* (P680) in which students learn about history, legal and ethical issues, licensure and certification requirements, organizations that represent the field, roles and functions of school psychologists, current trends, and research and related journals in the field. In the first semester, students typically take *P591: Cognitive Assessment and Intervention*, in which the focus is upon individual cognitive assessment and interventions for children and *P595: Practicum in School Psychology*. The second semester continues this sequence in *P592: Academic Assessment and Intervention*, in which advanced skills are acquired in assessment and intervention for children with special needs. Both semesters contain a practicum component in which students spend the equivalent of one to two days per week in one of several sites. These sites allow the opportunity to apply newly acquired skills in settings where children with special needs and those in general education receive services. Typical practicum sites are public schools and school-based programs through the Institute for Child Study. During the second semester of the first year, students also take *P682: Developmental Psychopathology of Childhood and Adolescence*, where they are exposed to issues in atypical behavior from a developmental perspective and learn about conducting applied clinical research. Students consider in-depth many issues in cultural diversity in the course *P681: Psychological Issues in Cultural Diversity*.

A similar sequence is presented in the second year with the advanced courses in social-affective assessment and intervention. In the third regular semester, students take *P691: Personality Assessment and Intervention*, and *P695:*

Practicum in Personality and Behavioral Assessment. These courses are followed the next semester with *P692: Seminar in Therapeutic Interventions with Children*, and *P696: Practicum in Therapeutic Interventions with Children*. Typical sites for these practica include public schools, mental health centers, inpatient psychiatric facilities, and the on campus Clinic. A third-year advanced practicum is required of all doctoral students, which includes experiences with case management and supervision. All practica are supervised by faculty members and experienced on-site psychologists. In addition to the courses in school psychology described above, students also take courses in learning and cognition, human development, social psychology, educational foundations, and others. Doctoral students are required to complete a minimum of 700 hours of practicum.

Program faculty historically have been involved in professional organizations, e.g., National Association of School Psychologists (NASP), Division 16 (School Psychology) of the American Psychological Association (APA), the Indiana Association of School Psychologists (IASP), the Indiana Psychological Association (IPA), the Council for Exceptional Children (CEC), and the American Educational Research Association (AERA). Program faculty members have held many leadership positions, such as committee chairs in NASP, President of Division of 16 of APA, and President of IASP. From the beginning of their programs, students are encouraged to join professional organizations such as NASP, APA, and IASP and to attend regional, state, and national meetings. The IU School Psychology Program has a long tradition of students giving presentations at local, state, and national conferences. Students benefit more from the program when they take the initiative to become involved in projects of interest and in professional organizations.

Most students complete their Ph.D. programs with 95-100 semester hours of credit, including internship and dissertation. Programs of study vary as a function of such variables as individual interests, course sequences, and previous experience and graduate work. The School Psychology Program is designed so that it may be completed in about five years, although most students entering with a bachelor's degree finish all requirements in about six years. Students may, however, choose to take more time to complete the program, gaining additional applied experience and/or advanced course work. Many students stay on campus the fourth year to make substantial progress on the dissertation prior to beginning the internship, which is highly recommended by the faculty. The student should have, at a minimum, the dissertation proposal approved and data collection begun prior to beginning the internship. At least one year of continuous full-time study on the Bloomington campus is required, with a typical full-time load being 10-12 hours per semester.

When a student enters the program, a faculty member is assigned as advisor to help with planning the first year's course of study. Before the beginning of the second year, the student establishes an advisory committee, of which a School

Psychology faculty member serves as the chairperson. Working with the committee chairperson, a minimum of two additional faculty members are selected, one of whom must be a School Psychology faculty member, and the other member represents the minor area. The student works with the committee to develop a program of studies that meets personal needs, interests, and goals. After course work in the major has been completed, written and oral qualifying examinations and procedures are completed. After these examinations have been successfully passed, work begins in earnest on developing the dissertation. The research committee is comprised of four members. The dissertation director is the faculty member with expertise in the problem area. At least two committee members are School Psychology faculty. A School Psychology faculty member serves as the committee chairperson, and frequently is the dissertation director. The dissertation director may be from any department or program. A member from outside the program represents the minor specialization. In some cases, the outside member from the minor may be replaced by a member from another discipline who has greater expertise about the dissertation problem. At least half of the committee members must be Full members of the Graduate Faculty.

Emphasis on the Development of Professional Competencies

The School Psychology Program emphasizes the development of specific professional competencies to be developed for each graduate. These competencies have been developed in consideration of national accrediting and training standards, the needs of the schools and other entities across Indiana and the nation, and the philosophy of the program.

1. Organizations and Professional Roles

- 1.1 To gain knowledge and understanding of the role of the school psychologist in diverse settings, including schools, clinics, and community agencies.
- 1.2 To develop knowledge and experiences with the continuum of general education and special education support services provided to students in public school settings.
- 1.3 To demonstrate knowledge of the organization and functioning of public schools.
- 1.4 To understand the role and functions of school personnel including social workers, counselors, administrators, special and general education teachers, and other special service personnel.

2. Interviewing

- 2.1 To conduct effective, culturally competent behavioral interviews with parents and teachers for the purposes of information gathering, problem identification and analysis, and problem-solving.
- 2.2 To demonstrate effective interpersonal communication skills in professional interactions with children and youth, families, school personnel, peers, and others.

3. Observation

- 3.1 To conduct observations in a variety of educational and mental health settings, utilizing a variety of observational methods, including narrative recording, time-sampling methods, and computer-assisted methods.
- 3.2 To analyze and present the results of academic and behavioral observations to inform decisions regarding the implementation, monitoring, and modification of intervention strategies.

4. Assessment

- 4.1 To develop and conduct culturally competent comprehensive assessments that utilize an ecological model to respond to identified referral concerns regarding a child or youth.
- 4.2 To collect a range of assessment information in response to referral questions which may include family and individual child history, review of school records, classroom and family observation, and standardized and curriculum-based assessment procedures.
- 4.3 To select and correctly administer appropriate cognitive, academic, behavioral, social, emotional, and adaptive behavior assessment procedures that respond to specific referral questions.
- 4.4 To demonstrate knowledge and understanding of federal and state eligibility criteria and services for special education, including, but not limited to, children and youth with learning disabilities, cognitive disabilities, pervasive developmental disabilities, and emotional/behavioral disorders.

- 4.5 To generate and utilize assessment results for the development of effective academic, behavioral, and social interventions in family, school, and community settings.
- 4.6 To effectively communicate the results of a comprehensive assessment in a written psychological report that addresses referral questions, and meets the needs of parents, children and youth, and teachers.
- 4.7 To effectively communicate the results of a comprehensive assessment in a case conference with parents and school personnel.

5. Intervention

- 5.1 To demonstrate knowledge of a range of individual and group intervention strategies that can be utilized with academic, social, and emotional/behavioral concerns of children, youth, and families.
- 5.2 To design effective, culturally competent behavioral, social, and/or academic interventions strategies that address identified referral concerns of parents, teachers, and other school or community agency personnel.
- 5.3 To implement effective behavioral, social, and/or academic intervention strategies in a manner that recognizes factors of treatment acceptability and treatment integrity.
- 5.4 To systematically collect data to monitor the effectiveness of selected intervention strategies.
- 5.5 To effectively modify intervention plans in response to systematically collected data.

6. Consultation and Collaboration

- 6.1 To consult with teachers and parents regarding academic, behavioral, and family concerns in a culturally competent manner.
- 6.2 To conduct teacher in-service sessions that provide knowledge about child, youth, and family topics in psychology and education.
- 6.3 To contribute to collaborative meetings that focus on problem-solving approaches to identified student and family concerns.
- 6.4 To coordinate and monitor implementation of collaboratively-developed intervention plans.

- 6.5 To collaborate with school personnel to meet identified needs of children, youth, and families.
- 6.6 To participate in case conferences in a school setting for students suspected of or known to have disabilities.
- 6.7 To understand various theoretical models of consultation, including behavioral observation, and behavioral, conjoint-behavioral, process, and instructional consultation.
- 6.8 To understand and overcome barriers to consultation and collaboration with other professionals.

7. Supervision

- 7.1 To utilize supervisory feedback from faculty, peers, and other supervisory personnel to improve professional skills, knowledge, and practice.
- 7.2 To demonstrate effective supervision of peers with less experience and knowledge.

8. Ethical, Legal, and Statutory Requirements

- 8.1 To demonstrate knowledge and understanding of ethical principles that guide professional practice in school, community, and other settings.
- 8.2 To understand state and federal requirements with regard to the rights of all students, including children and youth with disabilities.
- 8.3 To understand laws, regulations, and statutes with regard to privacy and due process.

9. Research and Evaluation

- 9.1 To have an understanding of research methods pertinent to psychology and education.
- 9.2 To access and apply evidence-based research to schooling, development, and mental health.
- 9.3 To use knowledge of research methodologies to gather, evaluate, and present data to demonstrate effects of individual, group, and systems interventions.
- 9.4 To contribute to the scholarly literature.

- 9.5 To disseminate knowledge about psychology and education to parents, teachers, colleagues, and others.

10. Information Technology

- 10.1 To use digital tools to prepare printed documents and visual presentations for peers, parents, school personnel, and others, demonstrating knowledge of concepts, practices, and techniques pertinent to the education and development of children and youth.
- 10.2 To use software to observe and monitor the progress of children and youth.
- 10.3 To utilize Internet resources to gather information pertinent to the education and development of children and youth.

11. Diversity, Learning, and Development

- 11.1 To develop knowledge and appreciation of cultural factors in the learning and development of children and youth.
- 11.2 To develop knowledge of the cultural traditions and customs of families and communities.
- 11.3 To develop knowledge of and competence in the delivery of comprehensive psychological services to meet the educational and psychological needs of children and youth.

Admission Requirements and Student Characteristics

Students entering the program must have at least a bachelor's degree. We do not have absolute minimum requirements, although students with less than a 3.0 GPA as undergraduates are generally not admitted nor are students with GRE scores below 900 (Verbal + Quantitative). We recruit students with a commitment to social justice, experience with children, background conducting research, and who have excellent interpersonal skills. We seek to enroll about four to six students in each new cohort. Matriculation is for the fall semester only.

Financial Support

All doctoral students are eligible to apply for fellowships and assistantships. In recent years, all doctoral students have received financial support within the first year or sooner in the form of stipends, tuition coverage, and health insurance. Most assistantships are either working on research and dissemination projects or teaching undergraduate classes.

Description of Core Program Courses, Practica, and Internship

Following are descriptions of core program components.

P570 Managing Classroom Behavior (3 hrs.)

An analysis of student and teacher behaviors as they relate to discipline. Attention is given to the development of such skills as dealing with behavioral problems and feelings, behavior modification, reality therapy, assertiveness in establishing and maintaining rules and group processes.

P680 Ethical, Legal, and Professional Issues in School Psychology (3 hrs.)

Ethical and legal issues in the provision of comprehensive school-based psychological services. Organization, administration, and evaluation of service delivery in the context of diverse children, schools, and communities.

P591 Cognitive Assessment and Intervention (4 hrs.)

Historical and current theories of intellectual functioning. Supervised practice in the use and interpretation of major individually administered measures of cognitive behavior. Emphasis on ethical test use in a diverse society and linking assessment results to cognitive behavioral and self-monitoring interventions for children and adolescents.

P592 Academic Assessment and Intervention (4 hrs.)

Major approaches and procedures for individual assessment and intervention with students experiencing academic difficulties. Supervised practice with curriculum-based and norm-referenced instruments in general achievement areas, adaptive behavior, and early childhood assessment. Emphasis placed on linking assessment and classroom intervention for students with disabilities and culturally diverse populations.

P595 Practicum in School Psychology (2 hrs.)

Supervised experience in various educational settings. Use of psychometric techniques with children, advising on decisions about children, and conferences to aid children's academic and social efficiency.

P681 Psychological Issues in Cultural Diversity

Emphasis on issues surrounding cultural diversity in the schools and other settings. Topics include appreciation of cultural differences, schooling and acculturation, and disproportionality in special education and discipline in the schools.

P682 Developmental Psychopathology of Childhood and Adolescence (3 hrs.)

Emphasis on a developmental approach to understanding psychopathology of childhood and adolescence. Students will learn about emotional, behavioral, developmental, and educational problems of children and adolescents over time, their stability and change, and risk and protective factors. Discussion of current *research and practical applications are included.*

P691 Personality Assessment and Intervention (3 hrs.)

Administration, scoring, interpretation, and reporting of selected personality and behavioral assessment instruments and procedures, and linking assessment results to educational and therapeutic interventions. Emphasis on practical applications.

P692 Seminar in Therapeutic Interventions with Children (3 hrs.)

Emphasis on behavioral intervention techniques with children having behavioral/emotional problems, school consultation, play therapy, and related techniques.

P695 Practicum in Personality and Behavioral Assessment (2 hrs.)

Supervised experience in conducting personality and behavioral assessments of children and/or adults in various settings, such as schools, mental health settings, and hospitals.

P696 Practicum in Therapeutic Interventions with Children (2 hrs.)

Supervised experience in therapeutic interventions with children in mental health settings, schools, etc. Emphasis on behavioral techniques, counseling, therapy, and consultation.

P697 Advanced Practicum in School Psychology (1 hr.)

For advanced doctoral students in School Psychology. Experience in providing psychological and educational services to children and youth, parents, teachers, and others at advanced, more independent level. Also will provide some supervision to less experienced students.

P699 Internship in School Psychology II (2 hrs.)

Supervised, intensive field experience. Minimally, one-half time in work directly related to public schools. Remainder may be in institutions primarily designed for providing services to children and families.

Other Major Area Courses

P526 Theory and Method in Educational Psychology (3 hrs.)

The major conceptual systems and methodologies that shape educational, school, and counseling psychology. For students majoring in educational, school, or counseling psychology.

P623 Advanced Child Development (3 hrs.)

Seminar for doctoral students in issues of human development covering infancy, preschool, and elementary school ages. Emphasis is placed on the educational implications of development. Readings include current theory and research articles.

P540 Learning and Cognition (or equivalent) (3 hrs.)

Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

P566 Social Psychology in Education (3 hrs.)

Application of social-psychological concepts and principles in education: role theory, attitude theory and measurement, attitude formation and change, leadership, group dynamics, social perception, communication and interaction, organizations, theory and methodology in social psychology.

Research and Inquiry

Students take twelve (12) hours from the following:

Y502 Intermediate Statistics Applied to Education (3 hrs. – required)

Review of descriptive statistics; correlation and regression; multiple regression; inferential statistics e.g., t-test; analysis of variance; one- and two-way factorial designs; analysis of covariance; and categorical data analysis e.g., chi-square.

Y520 Strategies for Educational Inquiry (3 hrs. – required)

Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry.

Y603 Statistical Design in Educational Research (3 hrs.)

Topics covered include distribution of random variables, estimation, statistical hypotheses, and analysis of trend data. Also included is analysis of variance: groups-within treatments, simple factorial, split plot, mixed, nested, and other higher dimensional analyses.

Y604 Multivariate Analysis in Educational Research (3 hrs.)

Multivariate normal distribution, multivariate correlational analysis, covariance matrix, testing hypotheses of covariance matrices, principal components and factor analysis, canonical correlations and variables, multiple discriminant functions.

Y611 Qualitative Methodology in Educational Inquiry (3 hrs.)

Examination of qualitative approaches to educational inquiry e.g., case study, naturalistic inquiry, educational anthropology, educational connoisseurship and criticism. Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies.

Y635 Methodology of Educational Inquiry (3 hrs.)

Multidisciplinary methods for organizing, collecting, and processing evaluative information; presentation of problems in evaluation methods of inquiry, and use of methods from other disciplines to alleviate these problems. Emphasis will be on the transfer of appropriate methods and techniques to evaluation problems.

Y750 Topical Seminar in Educational Inquiry Methodology (3 hrs.)

Study of selected advanced methodological topics encountered in educational research and exploration of recent developments in inquiry methods.

Other Courses Often Taken in the Minor or as Electives

Counseling Courses

G522 Counseling Theory (3 hrs.)

Introduction to counseling theories and psychological processes involved in individual counseling

G523 Laboratory in Counseling (3 hrs.)

Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

G524 Practicum in Counseling (3 hrs.)

Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision.

G532 Introduction to Group Counseling (3 hrs.)

Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

G563 Foundations of Mental Health Counseling (3 hrs.)

Foundations and contextual dimensions of mental health counseling. Program development, implementation and evaluation. Principles, practices and applications of community needs assessment. Ethics. Examination of professional issues. Administration, finance and management of mental health counseling services.

G567 Introduction to Marriage and Family Counseling (3 hrs.)

Analysis of historical context, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling.

G568 Family Counseling (3 hrs.)

Will focus on treatment models and specific counselor skills in the assessment and treatment of intergenerational family problems. The course will present strategies and tactics for family counseling. Students will be supervised in the use of these tactics and strategies in the required concurrent (G524) one credit hour practicum.

G575 Multicultural Counseling (3 hrs.)

This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research and practice. General cross-cultural dynamics as well as specific target populations are studied.

G645 Psychoeducational Consultation (3 hrs.)

Psychological, educational, and sociological theories, models, and processes applied to human and organizational systems of change. Special attention is

directed to applying theory to practice and to differentiating between human and structural problems and interventions.

Special Education Courses

K545 Management of the Severely Emotionally Disturbed (3 hrs.)

Theoretical and practical issues in the education management of the severely emotionally disturbed. Emphasis will be placed on case analyses.

K553 Classroom Management and Behavior Support (3 hrs.)

The course provides basic knowledge and skills for (a) developing and maintaining a productive and proactive classroom environment, (b) teaching students discipline, self-control, conflict resolution and other self-management skills, (c) managing and preventing crisis behavior, and (d) developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers and other personnel.

K565 Collaboration and Service Delivery (3 hrs.)

The focus of this course is on service delivery option and approaches to students needing special education services. It covers service delivery approaches or systems, such as continuum of least restrictive programs, wrap around services and systems of care. Collaborative skills, including effective communication strategies and consultation techniques also are stressed.

K780 Seminar in Special Education (3 hrs.)

Intensive advanced study of selected problems in the field.

Related courses

A608 Legal Perspectives on Education (3 hrs.)

This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

A615 Advanced School Law (3 hrs.)

This course considers current constitutional and statutory provisions and court decisions affecting the administration of public schools. Particular attention is given to current legal concerns.

A735 Building Unified Systems Inclusive of Students with Disabilities (3 hrs.)

This course entails applied research in the transformation of special education as a parallel and separate system to a unified system. Using problem-based learning strategies, participants use contemporary examples of school districts along a continuum to plan and design alternative systems of service delivery.

H520 Education and Social Issues (3 hrs.)

Identification and analysis of major problems set for education by the pluralistic culture of American society.

H530 Philosophy of Education (3 hrs.)

A study of representative topics in the philosophy of education, indoctrination, the nature of teaching and learning, moral issues in education, etc.

H540 Sociology of Education (3 hrs.)

Examines the role of schools in society; the interaction between schooling as a social institution and other institutions of society; the effects of society on educational processes and practices; the functioning and characteristics of schools as formal organizations; and the contribution of schooling to social system maintenance and change.

H560 Education and Change in Societies (3 hrs.)

Analysis of the role of education and literacy in national development, modernization, and change processes. Compares the historical role schools have played in the growth of industrialized countries with present demands placed on educational systems in the developing countries.

J630 Curriculum Theory and Practice (3 hrs.)

Explores fundamental dimensions of curriculum theory, such as the social construction of knowledge, curriculum as cultural mind set, political reality, and scholarly discourse. Examines varied ideological orientations to curriculum studies. Introduces basic concepts of curriculum design and provides opportunities for curriculum development.

J637 Curriculum Development Process (3 hrs.)

The analysis and appraisal of goals and procedures used in creating, evaluating, and improving curricula. Critical consideration of theories, practices, and products of curriculum development.

Sample Program of Studies

YEAR 1, FALL SEMESTER

P680	Ethical, Legal, and Professional Issues in School Psychology	3 hrs.
P591	Cognitive Assessment and Intervention	4 hrs.
P595	Practicum in School Psychology	2 hrs.
P570	Management of Classroom Behavior	<u>3 hrs.</u>
		12 hrs.

YEAR 1, SPRING SEMESTER

P682	Developmental Psychopathology of Childhood and Adolescence	3 hrs.
P592	Academic Assessment and Intervention	4 hrs.
P595	Practicum in School Psychology	2 hrs.
P681	Psychological Issues in Cultural Diversity	<u>3 hrs.</u>
		12 hrs.

YEAR 1, SUMMER SESSION

G522	Counseling Theory	3 hrs.
G523	Laboratory in Counseling	3 hrs.
P540	Learning and Cognition	3 hrs.
Y502	Intermediate Statistics Applied to Education	<u>3 hrs.</u>
		12 hrs.

YEAR 2, FALL SEMESTER

P691	Personality Assessment and Intervention	3 hrs.
P695	Practicum in Personality and Behavioral Assessment	3 hrs.
P566	Social Psychology in Education	3 hrs.
P623	Advanced Child Development	<u>3 hrs.</u>
		11 hrs.

YEAR 2, SPRING SEMESTER

P692	Seminar in Therapeutic Interventions with Children	3 hrs.
P696	Practicum in Therapeutic Interventions with Children	2 hrs.
K780	Seminar in Special Education	3 hrs.
XXX	Course in the Minor area, research course, or elective	<u>3 hrs.</u>
		11 hrs.

YEAR 2, SUMMER SESSION

Y603	Statistical Design in Educational Research	3 hrs.
xxxx	Courses in the Minor Area or electives	<u>6 hrs.</u>
		9 hrs.

YEAR 3, FALL SEMESTER

xxxx	Courses in the Minor Area	6 hrs.
P526	Theory and Method in Educational Psychology	3 hrs.
P697	Advanced Practicum in School Psychology	<u>1 hr.</u>
		10 hrs.

YEAR 3, SPRING SEMESTER

P795	Dissertation Proposal Preparation	3 hrs.
P690	Independent Study	3 hrs.
xxxx	Electives	<u>6 hrs.</u>
		11 hrs.

(Typically, students take their qualifying/comprehensive_ examinations during the second semester of the third year, prior to beginning formal work on the dissertation and internship.)

YEAR 3, SUMMER SESSION

Elective(s), remaining requirements, or dissertation hours	0-9 hrs.
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YEAR 4*

P795	Dissertation Proposal Preparation	3 hrs.
P799	Dissertation	12 hrs.

YEAR 5*

P699	Internship in School Psychology II	2 hrs.
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* Although it is possible to complete the internship during the fourth year, it is highly recommended that students stay on campus the fourth year. Completion of the dissertation and graduation often occurs during the fifth year, but may extend beyond that time.

Qualifying Examinations

There are five components to the qualifying procedure:

- (1) preparation of the Professional Development Portfolio
- (2) written examinations over substantive areas in education and psychology, research methods, and professional practice
- (3) written examinations in the minor area (if required)
- (4) comprehensive oral examination
- (5) successful passing of the written examination to become a Nationally Certified School Psychologist

Professional Development Portfolio

Each student is to prepare a Professional Development Portfolio, consisting of:

- Personal and Professional Goal Statements
- Program of Studies
- Annual Reviews conducted by the program faculty
- Curriculum vitae
- Knowledge based products, such as research reviews
- Theoretical based papers
- Copies of materials for professional conference presentations (required)
- Evidence of teaching skills and competence (required)
- Clinical case conceptualizations (assessment, intervention, consultation)
- Evidence of supervisory experience and competence
- Professional development and service activities

Written Examinations over Substantive Areas

Each student completes written essay examinations over substantive areas in education and psychology, including child development and individual differences, research and inquiry methods, learning, and social bases of behavior.

Written Examinations over the Minor Area

If required by the minor area, students complete a written examination or comprehensive paper over the minor area. The majority of students take Counseling Psychology as the minor area, which requires a written examination.

Comprehensive Oral Examination

After all written examinations are completed and the Professional Development Portfolio is prepared, a comprehensive oral examination is conducted by the student's advisory committee. During the examination, all areas of the student's program, including course work, practicum experiences, and professional

activities are subject to questioning. If the examination is passed successfully, the student is nominated to candidacy for the Ph.D.

National Examination in School Psychology

Graduates are required to take and successfully pass the written examination to become a Nationally Certified School Psychologist (NCSP). The NCSP credential is administered by the National Association of School Psychologists, which requires successful completion of an approved program, a 1500-hour internship, and passing of the examination. NASP has established a national passing score, which all Ph.D. students have achieved on the first attempt.

Internship

Each student is required to complete a minimum of 1500 clock hours of internship, which can be done in a school or non-school setting, such as a clinic, hospital, or center for children with disabilities or health-related problems. Approximately half of the students choose a school setting and half choose a clinical setting for their internship. Those choosing a clinical setting are most often interested in becoming eligible for licensure for the independent practice of psychology and for listing in the National Register of Health Service Providers in Psychology. They are, however, still able to work in the schools, if they choose to do so. Typically, the internship is completed during the fifth year in the program, and is begun only after being nominated to candidacy.

Dissertation

Following nomination to candidacy, the student forms a research committee, consisting of at least four members, two of whom are School Psychology faculty members and one of whom serves as chair of the committee. A member of the minor area is included on the committee, and the fourth member may be from any area that is pertinent to the dissertation topic. Usually, the committee chair also directs the dissertation, but another member can direct if it is more appropriate to that member's area of expertise. Any member of the committee may serve as the director of the dissertation. The committee is responsible for approving the proposal, guiding the student during completion of the study, conducting an oral defense of the final product, and recommending conferral of the degree when all requirements, including the internship, are completed. Most often, this process takes one to two years and is completed during the internship.

Institute for Child Study

The School Psychology Program faculty maintains a research-based clinic, which historically has accepted cases from the community regarding children and youth experiencing academic, emotional, behavioral, or family difficulties. Beginning in 2004, the Institute has become a partner with three local schools in the Richland-Bean Blossom School Corporation where graduate students graduate students conduct an academic well-check for reading, mathematics and written language progress. The school psychology

students design academic interventions and work with children who perform poorly on the academic well-check. The graduate students also provide research-based consultation and intervention to children and teachers, as well as conducting research to increase knowledge effective intervention strategies. The Institute is directed by Dr. Rebecca Martínez of the School Psychology faculty. For the past ten years, Professor Russell Skiba has led the Institute's collaboration with Clear Creek Elementary School in Bloomington, where first and second year school psychology students provide interventions and consultation services. As part of their training, advanced doctoral students supervise less experienced students, in preparation for their roles as academicians and directors of psychological services.

Program Faculty

Thomas J. Huberty, Professor and Program Director (Ph.D., University of Missouri, 1980, appointed in 1982) – developmental psychopathology, personality assessment, practicum and internship supervision, psychological interventions for children, special education and mental health law. Indiana licensed psychologist with endorsement as a Health Service Provider in Psychology and Nationally Certified School Psychologist.

Jack A. Cummings, Professor (Ph.D., University of Georgia, 1980, appointed in 1980) – practicum and internship supervision, technological applications to school psychology, ethical and professional issues in school psychology, professional development in school psychology. Indiana licensed psychologist.

Rebecca S. Martínez, Assistant Professor (Ph.D., University of Texas, 2002, appointed in 2003) – academic assessment and intervention, practicum supervision, ethical and professional issues in school psychology, psychosocial functioning of adolescents with mild and severe learning disabilities, Director of the Institute for Child Study. Nationally Certified School Psychologist.

Russell J. Skiba, Professor (Ph.D., University of Minnesota, 1987, appointed in 1987) – practicum supervision, psychological issues in cultural diversity, equity in discipline and special education, education policy, psychological interventions for children and youth.

Affiliate Faculty

Jeffrey Daniels, Assistant Professor, Counseling Psychology (Ph.D., University of Nebraska-Lincoln, 1996) – The social-cognitive model of counselor training; targeted school violence; training issues for managed care; and counseling processes and outcomes

Edward Delgado-Romero, Assistant Professor, Counseling Psychology (Ph.D., University of Notre Dame, 1996) - Latino/a psychology; faculty of color burnout; multicultural identity development; narrative psychology

Charles Ridley, Professor, Counseling Psychology (Ph.D., University of Minnesota, 1978) - multicultural training and counseling; integration of psychology and theology; organizational consultation

Thomas Sexton, Professor, Counseling Psychology (Ph.D., Florida State University, 1986) - functional family therapy; family psychology; clinical research methods; outcome and process research in counseling and family and marriage therapy.

Rex Stockton, Professor, Counseling Psychology (Ed.D., Ball State University, 1968) - group dynamics and leadership; group leadership instruction; research on the development of therapeutic skills

Chalmer Thompson, Associate Professor, Counseling Psychology (Ph.D., University of Maryland, 1988) counseling processes and outcomes involving African-American clients; application of racial identity theory to individual, group, and organizational interventions

Michael L. Tracy, Associate Professor, Counseling Psychology (Ph.D., University of Michigan, 1970) - family counseling; group counseling; individual counseling; psychological diagnosis

Susan Whiston, Professor, Counseling Psychology (Ph.D., University of Wyoming, 1986) - career counseling and interventions; school counseling; outcome research: and assessment in counseling.

Adjunct Faculty

Scott Bellini (Ph.D., Indiana University, 2002) – psychological interventions, pervasive developmental disorders (Indiana Institute for Disability and Community)

Steven Koch (Ph.D., Indiana University, 1996) – psychological assessment, interventions, practicum supervision (Riley Child Development Center in the Indiana University School of Medicine)

Marsha McCarty (Ph.D., Indiana State University, 1978) – family therapy, practicum supervision (private practice psychologist, Bloomington)

Regional, State, and National Factors

There also are doctoral programs in School Psychology at Indiana State University and Ball State University. Both programs are accredited by the American Psychological Association and the National Association of School Psychologists and contribute to the high demand for school psychologists in Indiana. The demand for school psychologists exceeds the supply at the current time in Indiana and across the nation. A Ph.D. in

School Psychology leads to issuance of a license to practice School Psychology in Indiana public schools and in other states.

Program Impact

The Ph.D. program has a long history of preparing school psychologists for teaching, research, and practice. Approximately 18% of graduates hold research or academic positions and the remainder work in schools and clinical settings. Graduates of the program hold distinguished academic careers at the University of Texas, University of South Carolina, University of Florida, University of Kentucky, University of Delaware, Vanderbilt University, and others. Some practitioners have become directors of special education, directors of school psychological services, intervention specialists in the schools, and researchers and postdoctoral fellows at institutions such as Johns Hopkins University. One of our graduates is the director of clinical training at the Riley Child Development Program in Indianapolis. We anticipate that future graduates will continue to distinguish themselves in teaching, research, and practice.

Evaluation Plan

The Ph.D. program is constantly monitored by program and departmental faculty, the department chairperson, and the School of Education Office of Graduate Studies. A formal and thorough evaluation is conducted at five-year or seven-year intervals by an on-site visit from the American Psychological Association (APA). Programs given a seven-year review cycle are considered to be of high quality with no deficiencies. The last review of the program was in 1998, when the program was given high ratings for the quality of its program, faculty, national reputation and visibility, facilities, and commitment to graduate training and research. The program is to be reviewed again by APA in the fall of 2005, following the seven-year review cycle. We anticipate that the program will again be highly evaluated and given maximum re-accreditation.

Additional Resources Needed

Because the current program is in full operation and is supported by the University and the School of Education, no new resources are needed.

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References

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