School Psychology

The School Psychology Program offers two degree programs: An Educational Specialist (Ed.S.) degree and a doctoral degree (Ph.D.). Certification as a school psychologist in the state of Pennsylvania is associated with both degree programs.

Both degree programs are approved by the National Association of School Psychologists (NASP), while the Ph.D. program is additionally accredited by the American Psychological Association (APA). The Pennsylvania Department of Education has approved our program’s certification in school psychology.

Graduates of the Ed.S. program are prepared to serve as school psychologists in school districts. Graduates of the Ph.D. program have a broader range of employment options, including practitioner positions in school district, clinical, and hospital settings, as well as positions as researchers and professors in academic settings.

Fundamental to the School Psychology program is a commitment to a scientist-practitioner model. Students in our degree programs complete coursework and field-based experiences that prepare them to apply critical skills for delivering evidenced-based practices to children and youth. Moreover, our programs operate from an ecological perspective. Students are well prepared to address the contextual influences on children’s educational achievement and health.

The School Psychology program has developed concentrated training opportunities, including coursework and practicum, in unique areas. These opportunities have been initiated through federal funding from the U.S. Department of Education (USDOE), and are sustained by faculty expertise. For example, in the Ed.S. program, students may seek specialized training in Response-to-Intervention, while the Ph.D. program is distinguished by its offering of two concentrations: Pediatric School Psychology and School-Based Prevention.

The USDOE-funded Leadership Program in Pediatric School Psychology is a signature program in the doctoral program. Through specialized and expanded field-based training and coursework, this program provides opportunities for students to go beyond the School Psychology program’s general curriculum for the pediatric school psychology concentration.

For additional information about the School Psychology program, please visit:
http://coe.lehigh.edu/academics/disciplines/sp

Questions regarding APA Accreditation may be addressed to the APA Office of Accreditation at:
Office of Program Consultation and Accreditation
750 First St, NE, Washington, DC 20002-4242
Telephone: (202) 336-5979
TDD/TTY: (202) 336-6123
Fax: (202) 336-5978
Email (apaaccred@apa.org) (General Questions)
(aapaaccred@apa.org)
Email (aro@apa.org) (Annual Report Online only)

Professors. Christine L. Cole, PhD (University Wisconsin at Madison); George J. DuPaul, PhD (University of Rhode Island)

Associate Professors. Robin L. Hojnoski, PhD (University of Massachusetts Amherst); Patricia H. Manz, PhD (University of Pennsylvania)

Assistant Professor. Bridget V. Dever, PhD (University of Michigan Ann Arbor)

Professor Of Practice. Christine Novak, PhD (University of Iowa)

Doctor of Philosophy in School Psychology

DOCTORAL CORE (3 HOURS)

EDUC 402 Developmental Psychology 3
EDUC 451 Applied Principles of Cognitive Psychology 3
PSYC 404 Behavioral Neuroscience 3
EDUC 473 Social Basis of Human Behavior 3
SCHP 429 Special Topics in School Psychology 1-3
SCHP 484 History and Systems of Psychology 3

RESEARCH CORE (24 HOURS) Required Courses
EDUC 410 Univariate Statistical Models 3
EDUC 411 Multivariate Statistical Models 3
EDUC 461 Single-Subject Research Design 3
SCHP 406 Research Methods and Design 3
SCHP 408 Dissertation Proposal Seminar 3
EDUC 491 Advanced Seminars: (with subtitle) 1-6
EDUC 412 Advanced Applications of Psychometric Principles 3

EDUC 486 Doctoral Qualifying Research Project 1-3

Electives:
EDUC 409 Analysis of Experimental Data 3
CPSY 460 Foundations of Counseling Psychology 3
EDUC 495 Independent Study in: (with subtitle) 1-6
SCHP 434 Applied Research Practicum 1-3

PROFESSIONAL SCHOOL PSYCHOLOGY CORE (39 HOURS):

EDL 400 Organizational Leadership and Change Management 3
SCHP 402 Applied Behavior Analysis 3
SCHP 404 Historical and Contemporary Issues in School Psychology 3
SCHP 407 Crisis Management in the Schools 3
SCHP 412 Consultation Procedures 2
SCHP 422 Assessment of Intelligence 3
SCHP 423 Behavioral Assessment 3
SCHP 425 Assessment and Intervention in Educational Consultation 3
SCHP 426 Advanced School and Family Interventions 3
SCHP 431 Practicum in Consultation Procedures 1-3
SCHP 432 Practicum in Assessment of Intelligence 1-3
SCHP 433 Practicum in Behavioral Assessment 1-3
SCHP 435 Practicum in Assessment & Intervention in Educational Consultation 1-3
SCHP 437 Advanced Child Psychopathology 3
SCHP 442 Doctoral Practicum in School Psychology 1-6
SCHP 436 Specialized Practicum in School Psychology 1-3
SCHP 444 Doctoral Internship 1-6

In this program, students have the opportunity to choose one of the two options for developing specialized expertise. These two core options are: 1) School-Based Prevention subspecialization (additional 18 hours, total of 99), 2) Pediatric/Health subspecialization (additional 18 hours, total of 99), DISSERTATION HOURS as necessary - minimum of 2

Educational Specialist (Ed.S.) program in School Psychology

AREA I:
RESEARCH CORE (6 hours)
EDUC 403 Research 3
### SCHP 412 Consultation Procedures
3 Credits
The primary purpose of this course is to guide students in their independent research endeavors. Students will learn about the complexities of planning and initiating independent research, focusing on the writing process, methodological issues, and the management of time and data. Knowledge and competencies obtained in this seminar will be applied as students prepare their dissertation proposals.

### SCHP 407 (CPSY 407) Crisis Management in the Schools 3 Credits
This course is designed to provide students with knowledge and skills related to crisis preparedness and intervention in the schools. Relevant theories and research literature will be explored as well as practical elements of crisis response that are applicable to all school systems. In addition, intervention strategies and protocols will be examined and discussed. Permission of instructor is required.

### SCHP 408 Dissertation Proposal Seminar 3 Credits
The primary purpose of this course is to guide students in their independent research endeavors. Students will learn about the complexities of planning and initiating independent research, focusing on the writing process, methodological issues, and the management of time and data. Knowledge and competencies obtained in this seminar will be applied as students prepare their dissertation proposals.

### SCHP 412 Consultation Procedures 2 Credits
Observational methodology utilized in consultation; rationale, theory and methods of consultation; individual, group and parent consulting. Study of research on the consultation process. Students must also register for one credit of SCHP 431.

### SCHP 422 Assessment of Intelligence 3 Credits
Administration and interpretation of individual tests of intelligence used in school evaluation and preparation of psychological reports. Consent of instructor required.

### SCHP 424 Behavioral Assessment 3 Credits
Techniques of behavioral assessment including direct observation, interviews, checklists, rating scales, self-monitoring and role-play tests. Consent of instructor required.

### SCHP 425 Assessment and Intervention in Educational Consultation 3 Credits
Collection and use of data in designing classroom interventions. Curriculum based assessment, direct behavioral assessment, and structured interviews, and the interrelationship with diagnoses are emphasized within the behavioral consultation model. Utilization of data from actual case studies.
SCHP 426 Advanced School and Family Interventions 3 Credits
Overview of school-based and family-based intervention strategies for children and adolescents presenting interpersonal, emotional, developmental or behavioral challenges. Examples of topics covered include crisis intervention, peer-mediated interventions, self-management interventions, behavioral parent training, interventions for child abuse/neglect and computer-assisted instruction.
Prerequisites: SCHP 402
SCHP 427 (CPSY 427) Assessment and Appraisal in Counseling 3 Credits
Principles of psychological measurement (e.g., tests construction, technology, validity, reliability, functional utility). Ethical, legal, and cultural issues in the administration and interpretation of psychological tests. Case conceptualization, reporting and presentation.
SCHP 429 Special Topics in School Psychology 1-3 Credits
Repeat Status: Course may be repeated.
SCHP 431 Practicum in Consultation Procedures 1-3 Credits
Supervised experience in conducting school-based consultations.
SCHP 432 Practicum in Assessment of Intelligence 1-3 Credits
Supervised experience in the administration and interpretation of intelligence test.
SCHP 433 Practicum in Behavioral Assessment 1-3 Credits
Supervised experience in conducting behavioral assessments in school settings.
SCHP 434 Applied Research Practicum 1-3 Credits
Designing and conducting research projects in applied settings.
SCHP 435 Practicum in Assessment & Intervention in Educational Consultation 1-3 Credits
Supervised experience in conducting curriculum-based assessments and designing intervention strategies for educational problems.
SCHP 436 Specialized Practicum in School Psychology 1-3 Credits
Supervised field experience in school psychology with a specific population or setting. Permission of instructor required.
Repeat Status: Course may be repeated.
SCHP 437 Advanced Child Psychopathology 3 Credits
Advanced training in the definition, classification, etiology, long-term outcome, and treatment of children and adolescents with various psychopathological disorders. Emphasis is placed upon the assessment and treatment of child and adolescent psychopathology in school settings. Must have admission to doctoral program or consent of instructor.
SCHP 438 Health/Pediatric Psychology 3 Credits
Introduction to training in the definition, etiology and behavioral/academic characteristics of children and adolescents with medical disorders. Emphasis is placed on the assessment and treatment of educational and behavioral sequelae of medical disorders in both school and health settings. Must have admission to doctoral program in school psychology or consent of instructor.
SCHP 439 Comprehensive School Health Programs 3 Credits
Examination of school-wide programs designed to address health care needs of children and adolescents in school settings. Focus is on development of primary prevention and integration of educational, medical, social and community resources. Permission of instructor required.
SCHP 440 Applications of Pediatric School Psychology 3 Credits
Focus on further development of students' knowledge and application of pediatric school psychology. The etiology and developmental course of pediatric medical conditions will be examined, emphasizing the impact on school, family and community environments.
Prerequisites: SCHP 438 or SCHP 439
SCHP 442 Doctoral Practicum in School Psychology 1-6 Credits
Field-based experience in providing psychological services in school and/or clinical settings. Must have admission to doctoral program.
Repeat Status: Course may be repeated.
SCHP 443 Certification Internship 1-6 Credits
Full-time experience in clinical/educational settings. Student must complete a minimum of 1,200 clock hours under joint supervision of faculty and field supervisor.
Repeat Status: Course may be repeated.
SCHP 444 Doctoral Internship 1-6 Credits
Full-time experience in clinical/educational settings. Student must complete a minimum of 1,500 clock hours under joint supervision of faculty and field supervisor.
Repeat Status: Course may be repeated.
SCHP 473 (CPSY 473) Advanced Research Methods in Applied Psychology 3 Credits
For doctoral students in applied psychology. Issues and methods of research design, data collection and data analysis. Advanced discussion of quantitative, qualitative, single-case research design. Admission to the Ph.D. program in counseling psychology or school psychology or permission of the instructor.
SCHP 482 Practicum in University Teaching: School Psychology 1-4 Credits
Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in School Psychology. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair. May be repeated for credit.
Repeat Status: Course may be repeated.
SCHP 484 (CPSY 484) History and Systems of Psychology 3 Credits
This doctoral level course is designed as an overview of the history of psychology in the Western world. The historical approaches to this task will include a historical developmental approach to the origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each. This course will examine the nature of psychology as a whole, and the influence of philosophical worldviews in areas such as epistemology, ontology, teleology, and axiology. Part of this study regards the nature of science, and its power and limitations as applied to the understanding of human beings.
SCHP 496 Doctoral Seminar in School Psychology 3 Credits
Selected topics in school psychology (titles will vary) including professional issues, assessment and intervention in school settings, and supervision of school psychology services. Must have admission to doctoral program.
Repeat Status: Course may be repeated.
SCHP 499 Dissertation 1-15 Credits
Repeat Status: Course may be repeated.