

# EDUCATIONAL PSYCHOLOGY (SCHOOL PSYCHOLOGY) (MA)

There are two programs in School Psychology: a Master of Arts (M.A.) degree, typically combined with a Sixth-Year Certificate in School Psychology, and a Doctor of Philosophy (Ph.D.) program.

The combined Master's/Sixth-Year Certificate program is designed to prepare qualified school psychologists to practice in public schools or related educational settings. The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is approved by the National Association of School Psychologists and the Connecticut State Board of Education. For certification, students must complete both the requirements for the Master's degree described below, as well as the additional requirements for the Sixth-Year Certificate in School Psychology (described separately under Sixth-Year Certificate programs). The combined program requires a minimum of 69 semester hours of graduate coursework (including the practica and internship completed under the Sixth-Year Certificate). The Master's degree is awarded after 30 semester hours of coursework, typically at the end of the second year of full-time study. The Sixth-Year Certificate is awarded after successful completion of the remaining semester hours of coursework and the practica and internship. The program is designed so that students can complete all Master's/Sixth-Year program requirements in three years of full-time graduate study.

## Location

- Storrs Campus

## Modality

- In Person

## Required Courses

Course	Title	Credits
EPSY 5092	Practicum <sup>1</sup>	6
EPSY 5403	Intellectual Assessment	3
EPSY 5404	Social, Emotional, and Behavioral Assessment	3
EPSY 5420	Roles and Functions of School Psychologists	3
EPSY 5430	Childhood Development and Psychopathology	3
EPSY 5510	Learning: Its Implication for Education	3
EPSY 5602	Educational Tests and Measurements	3
EPSY 5605	Quantitative Methods in Research I	3
EPSY 6469	Single Subject Research in Education	3
EPSY 6601	Methods and Techniques of Educational Research	3
<b>Total Credits</b>		<b>33</b>

<sup>1</sup> Three semester hours per semester, for two semesters, for a total of six semester hours during the M.A. degree.

## Required Assessments for M.A. and Ph.D. Students Portfolios

The portfolio requirements and review process are described in detail in pre-internship and internship portfolio manuals. The pre-internship portfolio consists of work samples completed throughout the program in coursework and practica, professional documents, practicum and self-evaluations, and other relevant program-related documents.

## Examinations

Students must pass the Master's examination prior to being awarded the Master's degree. The examination occurs near the end of the student's first year and after the student's plan of study has been approved by the Executive Committee of the Graduate School. The Master's examination is constructed under the jurisdiction of the school psychology faculty and other Departmental faculty who were involved in the student's first year of course instruction.

## The Praxis Series

The Praxis Series - School Psychologist (code 5402) is administered by the Educational Testing Service. Students take the examination after admission to the Sixth-Year program; after completing approximately 42 hours of their coursework in the Master's/Sixth-Year program; and prior to beginning their internship. The standardized examination provides an assessment of content in concert with national standards and allows for the evaluation of our students relative to a nation-wide reference group.

## Clinical Requirements for M.A. and Ph.D. Students.

M.A. and Ph.D. students must complete the following clinical requirements.

## Practica Requirements

The practica sequence was developed in accordance with American Psychological Association (APA) and National Association of School Psychologists (NASP) guidelines that require planned supervised experiences that include direct service and formally scheduled supervision. The field experiences are coordinated with coursework to allow students ample opportunity to combine their theoretical and practical knowledge in a supervised situation. Practicum experiences in a school or related educational setting are a required component of program completion and graduation. Students should refer to the "Program Handbook" and "Practica Syllabus" for information on practica hour requirements.

## Internship Requirements

The internship in school psychology complies with APA and NASP standards. The internship is designed to enhance the development of competencies and professionalism and to be the culminating experience in the student's program. The full description of the internship requirements is outlined in the document entitled "School Psychology Program Internship Manual." To be eligible for internship, the student must have met all the following requirements prior to signing any contract or internship agreement with an internship site: completed all required coursework with no remaining incomplete courses; passed the Master's Degree Qualifying Examination; completed all practica requirements; passed the Praxis-School Psychology Examination; passed the Pre-Internship Portfolio; for doctoral students, successfully defended their dissertation proposals.

## Learning Objectives

1. Research and Evidence-Based Practice: a. Formulate independent research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical

- papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. b Conduct research or other scholarly activities. c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
2. Ethical, Legal and Professional Standards: a. Be knowledgeable of and act in accordance with each of the following areas: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines (NASP Principles for Professional Ethics). b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes to resolve the dilemmas. c. Conduct self in an ethical manner in all professional activities.
  3. Individual and Cultural Differences: a. Understand how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. b. Apply current theoretical and empirical knowledge to address diversity across research, training, supervision/consultation, and service. c. Integrate awareness of individual and cultural differences in professional roles, including working effectively with individuals from unfamiliar or conflicting backgrounds. d. Understand the requisite knowledge base, articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
  4. Professionalism, Communications, and Interpersonal Skills: a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. b. Engage in self-reflection, maintain well-being, and improve professional effectiveness. c. Actively seek and demonstrate openness and responsiveness to feedback and supervision. d. Respond professionally to complex situations with increasing independence. e. Develop and maintain effective relationships with colleagues, supervisors, supervisees, students, families, and communities. f. Communicate clearly and effectively in oral, nonverbal, and written forms; manage difficult interactions skillfully. g. Maintain punctuality, attendance, professional appearance, and self-care across all activities.
  5. Assessment, Intervention, and Data-Driven Decision Making: a. Demonstrate and apply knowledge of diagnostic systems, functional and dysfunctional behaviors, and client strengths and psychopathology. b. Understand human behavior in its family, social, societal, and cultural context. c. Establish and maintain effective relationships with recipients of school psychological services. d. Select and apply assessment methods based on empirical evidence and psychometric principles, using multiple sources while considering diversity. e. Interpret assessment results according to research and professional standards to guide case conceptualization, classification, and recommendations, minimizing bias. f. Communicate assessment findings clearly and effectively, both orally and in writing, for diverse audiences. g. Develop, implement, and adapt evidence-based interventions aligned with service goals, assessment findings, diversity, and contextual factors. h. Apply relevant research to clinical and educational decision making and evaluate intervention effectiveness, adjusting goals and methods based on ongoing data. i. Understand principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being. j. Apply multi-tiered (universal, selected, indicated) prevention strategies and evidence-based crisis prevention, preparation, and response.
  6. Consultation, Collaboration, Supervision, and Systems Support: a. Understand the roles of school psychologists, school systems, and other professionals. b. Understand and apply consultation models and collaborate effectively with students, educators, families, communities, and systems. c. Respect and collaborate with other professions to develop and implement practices and strategies to create and maintain effective and supportive learning environments. d. Promote family and community collaboration and implement evidence-based practices that support children's development. e. Understand and apply supervision models and practices.