

## SCHOOL AND COMMUNITY PSYCHOLOGY PROGRAM

The Wayne State University Educational Psychology Program Area offers a graduate program in School and Community Psychology. A minimum of 64 hours of graduate level coursework is required for program completion. The dual credential program aligns with the training standards of the National Association of School Psychologists (NASP) and is fully approved by NASP. Completion of the M.A. degree satisfies the State of Michigan Department of Education certification requirements for school psychologists and the State of Michigan Board of Psychology requirements for a limited license to practice psychology (LLP) in the community.

The School and Community Psychology Program involves a total of three years. Students earn a Master's Degree in School and Community Psychology, and a graduate certificate in Advanced Graduate Studies in School Psychology. The first two years involve a full-time coursework load (all courses offered in the evenings), practica, a professional seminar, and two internships (300 hours in a school setting and 500 hours in a clinical setting). These two years involve 58 semester hours and end in August of year two. Upon successful completion of the first two years, students receive a Master of Arts Degree, and are eligible for both Preliminary School Psychologist Certification and a Temporary Limited License to Practice Psychology (TLLP). During year three, students enroll in an additional six semester hours (3 credits in the fall semester and 3 in the winter semester) and hold a full year (1200 hours), paid internship position in a school setting. Upon successful completion of year three, students earn a graduate certificate in Advanced Graduate Studies in School Psychology, and are able to move to full School Psychologist Certification. At the end of year three, students' transcripts reflect 64 semester hours and also receive notation that they have completed a Specialist Degree equivalent. All practica and internships are supervised concurrently by both university faculty and fully credentialed on-site practitioners.

The master's program in School and Community Psychology may be the base for further study at the Ph.D. level. The Educational Psychology Program area offers a Ph.D. in Educational Psychology with a concentration in either School Psychology or Learning and Instructional Sciences. Students may apply for one of these concentrations in the Winter Semester of their second year.

### *School & Community Psychology Program Mission*

The mission of the School & Community Psychology Program at WSU is to prepare psychologists for careers in school and clinical settings. The primary emphasis is on developing skills to facilitate academic and social functioning of children and families, with primary emphasis on practice in the school context. The scientist-practitioner model is at the core of this training program with a special emphasis on ecological, cognitive, and behavioral perspectives. Students are taught skills in consultation, assessment and evaluation, normal and abnormal development, individual and group counseling, academic and behavioral intervention, ethics, law, and research. Students are given the tools to work at both the individual and systems level of service delivery, and to work collaboratively with a variety of school personnel, students'

families, and other parties outside of the school setting who are involved in a child's educational and social success. To ensure development of the most successful practitioner, both academic skills and interpersonal skills are promoted throughout the program. Our problem-solving and collaborative orientation to the program is designed to provide students the background they need to become highly qualified school psychologists.

#### *Policy on Discrimination and Harassment*

##### *Wayne State University: Anti-Discrimination and Harassment Policy*

Wayne State University respects and protects the personal and academic freedom of its students, faculty and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or physical handicap, except as may be required by law. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizenship.

Wayne State University is an equal opportunity affirmative action institute and is committed to a policy of non-discrimination and equal opportunity in all of its operations, employment opportunities, educational programs, and related activities. This policy embraces all persons regardless of race, color, sex, national origin, religion, age, sexual orientation, marital status, or handicap and expressly forbids sexual harassment and discrimination. Inquiries regarding equal opportunity and affirmative action policies or complaints may be directed to the Office of Equal Opportunity, Policy Development and Analysis, 3660 Academic/Administration Building, Wayne State University, Detroit, Michigan 48202, (313) 577-2280.

#### *School & Community Psychology Commitment to Diversity*

The School & Community Psychology Program is committed to diversity of all kinds, and complies with all WSU policies on diversity. The field of School Psychology is in need of all types of practitioners, and is especially in need of both males and ethnic minorities. Our coursework addresses diversity issues throughout the program. Our students conduct practica and internships in diverse settings with children, adolescents, parents, and teachers who come from a wide array of economic, ethnic, and geographic backgrounds. The faculty are committed to training multiculturally knowledgeable and sensitive school psychologists.

**STANDARDS FOR THE CREDENTIALING OF SCHOOL PSYCHOLOGISTS  
STANDARDS FOR TRAINING AND FIELD PLACEMENT PROGRAMS  
IN SCHOOL PSYCHOLOGY**

*Source: [http://www.nasponline.org/certification/index\\_standards.aspx](http://www.nasponline.org/certification/index_standards.aspx)*

Domain 1

*Data-Based Decision-Making and Accountability:* School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision making permeates every aspect of professional practice.

Domain 2

*Consultation and Collaboration:* School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Domain 3

*Effective Instruction and Development of Cognitive/Academic Skills:* School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Domain 4

*Socialization and Development of Life Skills:* School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Domain 5

*Student Diversity in Development and Learning:* School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Domain 6

*School and Systems Organization, Policy Development, and Climate:* School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with

individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

#### Domain 7

*Prevention, Crisis Intervention, and Mental Health:* School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

#### Domain 8

*Home/School/Community Collaboration:* School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

#### Domain 9

*Research and Program Evaluation:* School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

#### Domain 10

*School Psychology Practice and Development:* School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

#### Domain 11

*Information Technology:* School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

### **PROFESSIONAL WORK CHARACTERISTICS NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS**

The program also places high value on the Professional Work Characteristics outlined by the National Association of School Psychologists. These six characteristics (listed below) are evaluated by faculty based on students' performance and growth in these areas throughout the program. These are examined in individual courses, practica, internships, and other activities across the program.

1. Respect for Human Diversity
2. Communication
3. Effective Interpersonal Relations
4. Ethical Responsibility
5. Adaptability
6. Initiative and Dependability

## SCHOOL AND COMMUNITY PSYCHOLOGY PROGRAM FACULTY

The faculty who teach in the School and Community Psychology (SCP) Program are committed to maximizing student growth, and remain available to students throughout their program and afterward. The faculty are active in research, practice, and their own professional development, and are involved in providing continuing professional development opportunities to practitioners.

### **Cheryl L. Somers, Ph.D.**

Associate Professor

Director: School and Community Psychology M.A. Program

*Contact Information:*

(313) 577-1670

345 Education

c.somers@wayne.edu

*Educational History:*

B.S., Michigan State University, 1992

M.A., Ball State University, 1993

Ph.D., Ball State University, 1997

*Teaching Preferences/Courses:*

Adolescent Psychology

Educational Psychology

Ethics, Standards, and the Practice of Psychology

School-Based Consultation and Intervention

*Research Interest:*

Risk taking behavior in adolescents and young adults

Adolescent sexual development

Teen pregnancy prevention

Academic success/drop-out prevention

Parenting/parent-adolescent relationships

Other contextual predictors of risk and resilience

### **Jina S. Yoon, Ph.D.**

Associate Professor

Director: School Psychology Ph.D. concentration

*Contact Information:*

(313) 577-1427

335 Education

jyoon@wayne.edu

*Educational History:*

B.A., Chonnam University-South Korea, 1990

M.A., University of Texas-Austin, 1992

Ph.D., Texas A & M University, 1998

*Teaching Preferences/Courses:*

Educational Psychology

Child Psychology

Child and Adolescent Psychopathology

Multisystematic Prevention and Intervention

*Research Interest:*

Childhood Aggression and Peer Relationship

Bullying and Victimization

Teacher Student Relationship

School Climate

Teacher-Student Relationship

**Stephen B. Hillman, Ph.D.**

Educational Psychology Program Area Coordinator  
Professor  
(313) 577-1614  
343 Education  
s.b.hillman@wayne.edu

*Educational History:*

B.A. University of Connecticut, 1965  
Ph.D. Indiana University, 1972

*Teaching Assignments:*

Research Readings in School Psychology  
Terminal Masters Project  
Behavior Therapy  
Doctoral Seminar in Developmental Psychology

*Research Interests:*

Adolescence  
1. Substance Use and Abuse: Risk Taking Behavior  
2. Self-Concept and Stigmatization Theory

**Paul G. Chrustowski, Ph.D.**

Adjunct Faculty  
586-942-6763  
ak0070@wayne.edu

*Educational History:*

B.S. Wayne State University, 1989  
M.A. Wayne State University, 1992  
Ph.D. Wayne State University, 2001

*Teaching Assignment in SCP program:*

Introduction to Behavioral Psychology  
Social Psychology of Educational Issues

*Professional Interests and Activities:*

Dr. Chrustowski has been a practicing school psychologist and licensed psychologist since 1994. He currently is a supervisor of school psychologists in the Detroit Public Schools. Before that, he spent two years working as a psychologist in clinical settings conducting individual and group psychotherapy and psychological evaluations. Dr. Chrustowski's professional and research interests are in the areas of Response to Intervention, school psychology from a social psychological perspective, sexual minority youth, and Autism Spectrum Disorders. He brings this expertise to his courses in the program.

**Susan M. Koceski, Ph.D.**

Adjunct Faculty  
(313) 577-1614  
aa2115@wayne.edu

*Educational History:*

B.A. Eastern Michigan University (1992)  
M.A. Wayne State University (1995)  
Ph.D. Wayne State University (2001)

*Courses taught in SCP program:*

Psychology of Exception Children

*Professional Interests and Activities:*

Dr. Koceski has been a practicing school psychologist since 1995. She currently works as a School Psychologist Consultant for the Oakland Schools Intermediate School District, focusing heavily on Curriculum-Based Assessment, Curriculum-Based Measurement, and Academic Intervention. She has special expertise in the assessment of and development of interventions for reading problems. She brings this expertise to the course she teaches in the SCP program. Additionally, Dr. Koceski spent many years as the editor of the Michigan Association of School Psychologists's quarterly publication *The Michigan Psych Report*.

**Bernadette S. Kovach, Ph.D.**

Adjunct Faculty  
(734) 812-1157  
ad2154@wayne.edu

*Educational History:*

B.A. Wayne State University, 1982  
M.A. Wayne State University, 1995  
Ph.D. Wayne State University, 2002

*Teaching Assignment in SCP program:*

Psychological Evaluation II

*Additional teaching experience:*

Child and Adolescent Development  
Educational Psychology

*Professional Interests and Activities:*

Dr. Kovach has been a practicing psychologist since 1995, focusing much of her work on psychotherapeutic intervention with children, adolescents, and adults. She works in private practice in Plymouth, conducting child, adolescent, and adult psychotherapy and psychoanalysis. Her clinical and research interests are in the areas of emotional development, psychoanalytic theory and practice, and psychological and educational assessment. She brings this clinical expertise to her course in the program.

**Jessica Garrett, M.A., NCSP**

Adjunct Faculty

jessica.garrett@wayne.edu

*Educational History:*

B. A. Eastern Michigan University, 2003

M.A. Wayne State University, 2008

Ph.D. Wayne State University, In progress

*Teaching Assignment in SCP program:*

Psychological Evaluation I

Psychological Evaluation II

*Professional Interests and Activities:*

Jessica Garrett has been a practicing school psychologist since 2008, and currently works in the Livonia Public School System as well as at Children's Hospital of Michigan Autism Center. Her professional and research interests are in the areas of Autism Spectrum Disorders, infant and toddler mental health, factors of family resilience, and psychoeducational evaluation. Prior to being a school psychologist, Mrs. Garrett worked as an elementary classroom teacher. She brings a diverse set of experiences in the schools to the courses she teaches in the program.



## APPLICATION AND ADMISSION PROCEDURES

### *Overview*

Admission is only once per year and the program begins in the fall semester. Applications are due no later than February 15. Interviews are typically conducted in February and March. Admission to the program requires a University Graduate Admissions application (submitted online to Graduate Enrollment Services), a program area application, official transcripts, three letters of recommendation, and the Graduate Record Examination (GRE) (each described in detail below). All of this information is used comprehensively to evaluate a student's potential candidacy for the program. A limited number of qualified applicants are invited for an interview with the faculty. Approximately 12-14 students are accepted each year. Applicants are strongly encouraged to contact the program secretary at (313) 577-1614 if clarification is needed and to check on the status of applications.

### *Prerequisites*

In order to be eligible for the School and Community Psychology Graduate Program, a minimum of 15 semester hours in Psychology or Educational Psychology is required. It is suggested that applicants have courses in Developmental, Personality, Abnormal, Experimental, Learning, Cognitive, Physiological, and/or Social Psychology. Although there is a minimum undergraduate 2.75 GPA requirement by the WSU Graduate School, the program requires a minimum 3.0 GPA to apply. The typical student admitted to this program has over a 3.5 undergraduate GPA.

### *Graduate Application*

Go to <http://www.gradadmissions.wayne.edu/apply.php> and submit a graduate application to Graduate Enrollment Services. **Apply online only.** Their office is located in the Welcome Center, 4<sup>th</sup> Floor, 42 W. Warren, Detroit, MI 48202, (313) 577-3577. An application fee is required with all first time graduate applications. On the application form, you would specify "School and Community Psychology M.A." as the major. Their site mentions having your letters of recommendation submitted electronically; however, we do **NOT** wish you to have them submitted this way. Instead, your letters are to be mailed directly to Dr. Somers (see Recommendation section below).

### *Official Transcripts*

Official transcripts are required to be sent directly from all previously attended universities to Graduate Enrollment Services with your graduate application. In addition, it is required that you submit additional copies of all of your transcripts directly to the program area—these can be unofficial copies and should be included with your program area application.

### *Program Area Application*

The Program Area Application is a different application than the Graduate Admission Application that is submitted online directly to Graduate Enrollment Services. The Program Area Application can be found further in this brochure and is specific to our School and Community Psychology Program. You can type or hand write it, but it needs to be submitted directly to us to the following address:

Dr. Cheryl Somers, Director  
School and Community Psychology M.A. Program  
Department of Educational Psychology  
Wayne State University  
5425 Gullen Mall #345  
Detroit, MI 48202

If you have any questions about our program and/or the application process, as well as to check in to see if all of your application materials have been received by the deadline, please contact the program secretary at (313) 577-1614.

### *Recommendations*

Three letters of recommendation are required. There are no specific forms required for these letters. The letters should consist of why you would be a good candidate for the program. We recommend that two of the letters be from faculty members. The letters should be sent to Dr. Somers via mail only, at the same address as the Program Area Application (see above). If your letters (or any other piece of information) arrive before your application, we will start a file for you and add the rest as it arrives.

### *Graduate Record Examination (GRE)*

The Verbal, Quantitative, and Writing sections of the Graduate Record Examination (GRE) are required and can be scheduled through Evaluation and Testing Services, Wayne State University, 698 Student Center Building, Detroit, MI 48202, (313) 577-3400. Results should be forwarded to Dr. Cheryl Somers at the address listed under Program Area Application (above). The process of registering and receiving GRE results usually takes several weeks; therefore, applicants are encouraged to take the exam by December or January. When forwarding copies through a testing agency, you would specify the institution code 1898 and department code 3406. Otherwise, they could be sent to an incorrect department on campus and possibly become lost. This test should NOT be forwarded to the Graduate Enrollment Services. Be sure to have a copy sent to yourself! Again, if these scores arrive before any other portion of your application, we will begin a file for you and wait for the rest.

Please note the processing of University application paperwork can take up to approximately two months during peak periods. If you have any questions during this process and/or have been a graduate student at WSU (in this case, you would call for information about applying through the College of Education instead of Graduate Enrollment Services), contact the program area secretary at (313) 577-1614.

### *Summary of Required Application Materials*

To summarize, send the following application materials to our department directly: Program Area Application, three letters of recommendation, copies of transcripts (can be unofficial copies), and GRE Scores. Complete an online Graduate Application. Forward official transcripts directly to Graduate Enrollment Services. Please see the checklist of admission materials.

## ADMISSIONS MATERIALS CHECKLIST

### *Submit to Graduate Enrollment Services*

- Official Transcripts
- Online Application
- Application Fee

### *Submit to Dr. Cheryl Somers*

- Official Transcripts
- Program Area Application
- Letters of Recommendation (3)
- GRE Scores

You are strongly encouraged to contact the program secretary at (313) 577-1614 to verify all of your items have been received prior to the deadline.

## REQUIRED PROGRAM COURSES

*Courses are taken in the following order:*

### **Fall Semester - 1st Year**

- EDP 7300     Ethics, Standards, and the Practice of Psychology (4 credit hours)  
Topics include the history of school psychology, role and function of school psychologists, contexts of employment, dynamics of school systems, and certification and licensing. Legal, ethical, and professional issues confronting the school and clinical practitioners are studied.
- EDP 7410     Human Developmental Psychology (4 credit hours)  
Survey of theory and research from multiple viewpoints on human development from birth to adulthood. Emphasis on school environment and community psychology practice.
- EDP 7420     Introduction to Behavioral Psychology (4 credit hours)  
Basic principles and theories of behavioral psychology, including operant conditioning, classical/respondent conditioning, and social learning theories. Structured observation techniques are taught.
- EDP 7490     Psychological Evaluation I (3 credit hours)  
Overview of psychological tests, including intellectual, achievement, and personality. Tests and measurements concepts, including reliability, validity, and test construction. Theory, administration, scoring, use, and interpretation of standardized achievement tests.

### **Winter Semester - 1st Year**

- EDP 7430     Application 1: Behavioral Psychology and Social Learning (4 credit hours)  
Behavioral techniques used in dealing with the social behavior of both groups and individuals.
- EDP 7560     Psychological Evaluation II (4 credit hours)  
Theory, administration, scoring, use, and interpretation of objective individual tests of intelligence, adaptive behavior, and visual-perceptual-motor functioning.
- EDP 7610     Child and Adolescent Psychopathology (4 credit hours)  
Study of theories of psychopathology in children and adolescents and the application of these theories to practice. Differential diagnosis using current classification systems.

### **Spring/Summer Semester - 1st Year**

- EDP 7710     Psychological Evaluation III (4 credit hours)  
Introduction to administration, scoring, use, and interpretation of objective and projective assessments of personality and psychopathology.

### **Fall Semester - 2nd Year**

- EDP 6220     Psychology of Exceptional Children (4 credit hours)  
The application of psychological principles of learning and the development of learning disabilities. Theory, administration, scoring, use, and interpretation of standardized and curriculum-based methods for assessing learning problems, with additional emphasis on phonological processing and reading.
- EDP 7220     Psychotherapy with Children and Adolescents (3 credit hours)  
Theories and techniques of psychotherapy with children and adolescents.
- EDP 5630     Research Reading in Applied Psychology (2 credit hours)  
Introduction to research methodology and statistics, including program evaluation.

### **Winter Semester - 2nd Year**

- EDP 7260     School-Based Consultation and Intervention (3 credit hours)  
School-based consultation, and academic and psychotherapeutic interventions. Emphasis on practical skills needed to work effectively, both directly and indirectly, with individuals and groups in the school setting.
- EDP 7400     Foundations of Social Psychology (3 credit hours)  
Conceptual tools for school or community psychologists to function in the social settings that influence children. Ecology and the possibilities of modifying the ecology influencing child behavior.
- ED 7999     Terminal Masters Seminar and Essay or Project (3 credit hours)  
Completion of the student's final research project that was planned in EER 5630.

### **Spring/Summer Semester - 2nd Year**

- EDP 7390     Professional Seminar (1 credit hour)  
Responsibilities of the professional psychologist working in the public school and community agencies are reinforced.

EDP 8320     Internship in Clinical Procedures I (5 credit hours)  
Internship in one of the organized health care settings cooperating with Wayne State University. Psychotherapy and diagnostic testing under supervision of a licensed psychologist employed by the cooperating site will be provided for not less than two hours per week. Internship experience will equal or exceed 500 hours with school age clients.

EDP 8330     Internship in School Psychology I (3 credit hours)  
Completion of 300 hours of internship in a school setting under the supervision of a person who holds the full Michigan School Psychologist Certificate.

**Fall Semester - 3rd Year**

EDP 8360     Internship in School Psychology II (3 credit hours)  
First half of 1200 hour internship in a school setting under the supervision of a person who holds the full Michigan School Psychologist Certificate (600 hours).

**Winter Semester - 3rd Year**

EDP 8360     Internship in School Psychology II (3 credit hours)  
Second half of 1200 hour internship in a school setting under the supervision of a person who holds the full Michigan School Psychologist Certificate (600 hours).

**WAYNE STATE UNIVERSITY**

**COLLEGE OF EDUCATION  
Educational Psychology**

**Program Area Application for the Admission to the  
SCHOOL & COMMUNITY PSYCHOLOGY PROGRAM**

NAME: \_\_\_\_\_ WSU ID: \_\_\_\_\_ DOB: \_\_\_\_\_

PRESENT ADDRESS: \_\_\_\_\_  
Number-Street City-State Zip

HOME & CELL PH.: \_\_\_\_\_ WORK PH.: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

YOUR PRESENT OCCUPATION: \_\_\_\_\_

**EDUCATION**

Elementary School Name, City & State	Last Grade Completed	Date of Completion	Age at That Time
_____			
_____			

Junior High School Name, City & State	Last Grade Completed	Date of Completion	Age at That Time
_____			
_____			

High School Name, City & State	Last Grade Completed	Date of Completion	Age at That Time	<i>check one</i> <input type="checkbox"/> Diploma <input type="checkbox"/> GED
_____				
_____				

Vocational School(s) Name, City & State	Last Grade Completed	Date of Completion	Age at That Time	Type of Course or Major	Certificate Granted
_____					
_____					

Undergraduate Universities/College(s) Name, City & State	Last Grade Completed	Date of Completion	Age at That Time	Type of Course or Major	Degree Granted
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Professional/Graduate Univ/College(s) Name, City & State	Last Grade Completed	Date of Completion	Age at That Time	Type of Course or Major	Degree Granted
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Other courses or workshops: \_\_\_\_\_

Which subjects did you like most? \_\_\_\_\_

In which subjects did you receive your best grades? \_\_\_\_\_

What was your rank in your class in high school? *(Please check one)*

- Top Qtr.     Second Qtr.     Third Qtr.     Fourth Qtr.

To what clubs or organizations do you currently belong or did you belong in the past?

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Date Graduate Record Exam (GRE) Taken or Scheduled: \_\_\_\_\_

**CONVICTION/REVOCAION INFORMATION**

	YES	NO
1. Have you ever been convicted of, pled no contest to, or pled guilty to a felony? (Check one)	_____	_____
2. Have you ever been convicted of, pled no contest to, or pled guilty to a misdemeanor involving a minor? (Check one)	_____	_____
3. Have you had a school psychologist, teaching or administrator certificate suspended or revoked? (Check one)	_____	_____

**FOREIGN LANGUAGES**

Please list all in which you are fluent: \_\_\_\_\_

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**WORK EXPERIENCE**

List your present or most recent job first

1. Name of Employer and Location: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Why did you leave? \_\_\_\_\_

Description of Job: \_\_\_\_\_

2. Name of Employer and Location: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Why did you leave? \_\_\_\_\_

Description of Job: \_\_\_\_\_

3. Name of Employer and Location: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Why did you leave? \_\_\_\_\_

Description of Job: \_\_\_\_\_

Which of the above jobs did you like best? \_\_\_\_\_

Why? \_\_\_\_\_

**INTERESTS**

What do you do in your spare time? (hobbies, sports, music, etc.) \_\_\_\_\_

Which do you like most? \_\_\_\_\_

To what clubs or organizations do you belong? \_\_\_\_\_

In which of these have you been or are you an officer? \_\_\_\_\_

If you had the time and money, what other things would you like to do in your spare time?

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What books and articles have you read recently? \_\_\_\_\_

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What newspapers and magazines do you read most frequently? \_\_\_\_\_

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In what subjects are you especially interested? \_\_\_\_\_

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How do you spend your evening during an average week? \_\_\_\_\_

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Have you any health problems that would affect the type of work you can do? \_\_\_\_\_

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Is your general health as good as that of most people? \_\_\_\_\_

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Why do you wish to become a **School** Psychologist? (Please type response here or attach a separate page)



## WHAT IS SCHOOL A PSYCHOLOGIST?

NASP Brochure [www.nasponline.org/about\\_sp/whatis.aspx](http://www.nasponline.org/about_sp/whatis.aspx)

*Helping children achieve their best. In school. At home. In life.*

School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

School psychologists are highly trained in both psychology and education, completing a minimum of a specialist-level degree program (at least 60 graduate semester hours) that includes a year-long supervised internship. This training emphasizes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems. School psychologists must be certified and/or licensed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB). The National Association of School Psychologists sets ethical and training standards for practice and service delivery.

## WHAT DO SCHOOL PSYCHOLOGISTS DO?

School Psychologists Work With Students to:

- Provide counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems
- Increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning
- Promote wellness and resilience by reinforcing communication and social skills, problem solving, anger management, self-regulation, self-determination, and optimism
- Enhance understanding and acceptance of diverse cultures and backgrounds

School Psychologists Work With Students and Their Families to:

- Identify and address learning and behavior problems that interfere with school success
- Evaluate eligibility for special education services (within a multidisciplinary team)
- Support students' social, emotional, and behavioral health
- Teach parenting skills and enhance home-school collaboration
- Make referrals and help coordinate community support services

School Psychologists Work With Teachers to:

- Identify and resolve academic barriers to learning
- Design and implement student progress monitoring systems
- Design and implement academic and behavioral interventions
- Support effective individualized instruction
- Create positive classroom environments
- Motivate all students to engage in learning

School Psychologists Work With Administrators to:

- Collect and analyze data related to school improvement, student outcomes, and accountability requirements
- Implement school-wide prevention programs that help maintain positive school climates conducive to learning
- Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- Respond to crises by providing leadership, direct services, and coordination with needed community services
- Design, implement, and garner support for comprehensive school mental health programming

School Psychologists Work With Community Providers to:

- Coordinate the delivery of services to students and their families in and outside of school
- Help students transition to and from school and community learning environments, such as residential treatment or juvenile justice programs

## WHERE DO SCHOOL PSYCHOLOGISTS WORK?

The majority of school psychologists work in schools. However, they can practice in a variety of settings including:

- Public and private schools
- Universities
- School-based health and mental health centers
- Community-based day-treatment or residential clinics and hospitals
- Juvenile justice centers
- Private practice

## HOW DO SCHOOL PSYCHOLOGISTS MAKE A DIFFERENCE IN SCHOOLS?

All children and adolescents face problems from time to time. They may:

- Feel afraid to go to school
- Have difficulty organizing their time efficiently
- Lack effective study skills
- Fall behind in their school work
- Lack self-discipline
- Worry about family matters such as divorce and death
- Feel depressed or anxious
- Experiment with drugs and alcohol
- Think about suicide
- Worry about their sexuality
- Face difficult situations, such as applying to college, getting a job, or quitting school
- Question their aptitudes and abilities

School psychologists help children, parents, teachers, and members of the community understand and resolve these concerns. Following are examples of how school psychologists make a difference.

### Helping Students with Learning Problems

Tommy's parents were concerned about his difficulty reading and writing. They feared that he would fall behind and lose confidence in himself. In school the teacher noticed that Tommy often struggled to understand what he was reading and often needed the help of his classmates to do related written work. After observing Tommy, consulting with his teacher, and gathering specific information about his skills, the school psychologist collaborated with his parents and teachers to develop a plan to improve his reading and writing. The plan worked, and Tommy's reading, writing, and confidence as a learner improved.

### Helping Students Cope with Family and Life Stressors

The teacher noticed that Carla, an able student, had stopped participating in class discussions and had difficulty paying attention. The school psychologist was asked to explore why Carla's behavior had changed so much. After discovering that Carla's parents were divorcing, the school psychologist provided counseling for Carla and gave her parents suggestions for this difficult time. Carla's behavior and emotional wellbeing improved, and she felt more secure about her relationship with her parents.

### Helping Students with Behavior Problems Learn New Ways to Respond

David was a high school student who often skipped class and got into fights with others. He acted out in class and had been suspended from school on various occasions. After establishing a relationship with David, the school psychologist taught him simple techniques to relax, recognize his needs, and to control his aggressive behavior. David's mother and his teacher worked together on a plan designed by the school psychologist to establish limits, recognize David's escalating tension, and improve communication. David's relationships with peers and adults improved and he began to make steady progress towards graduation.

NASP represents and supports school psychology through leadership to enhance the mental health and educational competence of all children.

The National Association of School Psychologists

4340 East West Highway, Suite 402

Bethesda, MD 20814

(301) 657-0270;

[www.nasponline.org](http://www.nasponline.org)

## WSU School and Community Psychology Program

### Frequently Asked Questions (FAQs)

**Q: I have a master's degree in clinical or counseling psychology. What classes do I have to take to get my certification as a school psychologist?**

A: Generally, you have to go through our whole program. There are few exceptions, and all requests are evaluated on an individual basis. For those who already hold an LLP, we will evaluate your prior internships to determine whether you may be able to reduce or eliminate the internship hours in clinical settings (EDP 8320). In any case, however, students have to end up with the same number of total credits to complete the degree (58 credits) plus the 6 credits in year 3, which totals 64 credits across the three years.

**Q: Can I attend this program part-time?**

A: No, this is block scheduled full-time program. Each year, all newly admitted students begin the program together and take all of their courses together until they graduate. The schedule in the brochure shows what courses you will be taking and when. You will be on campus three or four nights a week starting at approximately 4:30 p.m. (with one course in the early afternoon in the winter semester of year 2) or later until the last five months of the program when you will be in an unpaid daytime internship 40 hours per week.

**Q: If I miss the deadline, can I apply next term?**

A: No. Admissions are only once a year (Winter) and classes begin the following fall. You can submit your application at any time, though.

**Q: How important are GRE scores in the admission decisions?**

A: They are considered along with the other pieces of information in your application. There is no predetermined GRE cut off score.

**Q: Are 15 hours in psychology/educational psychology required?**

A: Yes, this is a minimum guideline. Suggestions about which courses to take are in the brochure. If you have further questions about this, contact Dr. Cheryl Somers at [c.somers@wayne.edu](mailto:c.somers@wayne.edu).

**Q: How selective are admissions?**

A: Admissions are competitive. Top applicants are invited for an interview, held typically during February and/or March. Approximately 12-14 students are usually admitted.

**Q: Do Counselor Education and Social Work classes count?**

A: No.

**Q: Can I work and go through this program?**

A: Yes. Classes begin at 4:30 or later, with one starting early afternoon in the winter of year 2. However, it is a challenge to hold a full-time job, particularly in the second year of the program. Throughout both years of coursework, you also have to be available during the school day to conduct your practicum experiences. Students are assigned to sites in the Detroit Public Schools. The amount of time required to conduct these experiences varies by semester, and ranges between 3 to 10 hours of time per week, during which students must be available during school day hours.

**Q: Can I work and complete the internships, too?**

A: Third-year internships are full-time paid positions and second-year internships involve 40+ daytime hours per week of unpaid work from March through August of the second year.

**Q: How marketable are students who graduate from this program?**

A: The job market in school psychology is generally strong. All graduates from this program usually obtain employment for the school year immediately following their internships.

## PROFESSIONAL ASSOCIATION LINKS

Michigan Association of School Psychologists	<a href="http://www.maspweb.com">www.maspweb.com</a>
National Association of School Psychologists	<a href="http://www.nasponline.org">www.nasponline.org</a>
American Psychological Association	<a href="http://www.apa.org">www.apa.org</a>
APA Division 16	<a href="http://www.apa.org/about/division/div16.html">www.apa.org/about/division/div16.html</a>

## POPULAR PROFESSIONAL LINKS

Intervention Central	<a href="http://www.interventioncentral.org">www.interventioncentral.org</a>
Psych Central	<a href="http://psychcentral.com/">psychcentral.com/</a>
School Psychology Resources Online	<a href="http://www.schoolpsychology.net">www.schoolpsychology.net</a>
BUROS Center For Testing	<a href="http://www.unl.edu/buros/">www.unl.edu/buros/</a>
Positive Environments, Network of Trainers (PENT)	<a href="http://www.pent.ca.gov">www.pent.ca.gov</a>
DIBELS	<a href="http://dibels.uoregon.edu/">dibels.uoregon.edu/</a>

## MICHIGAN DEPARTMENT OF EDUCATION LINKS

Michigan Department of Education  
[www.michigan.gov/mde](http://www.michigan.gov/mde)

MI Department of Education Certification information and forms  
[www.michigan.gov/mde/0,1607,7-140-6530\\_5683\\_5708---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5708---,00.html)

MI Department of Education Certification status  
[www.mdoe.state.mi.us/teachercert](http://www.mdoe.state.mi.us/teachercert)