M.A. IN SCHOOL AND COMMUNITY PSYCHOLOGY PROGRAM

Revised 05/28/2019

Program begins once per year each fall semester
Applications are due by February 1st

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 Master of Arts (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 (most courses are offered in the evenings), practice experiences embedded in course work, and practica/field experiences (500 hours in a school setting January through May approx.. 20 hours/week, and 500 hours in a clinical setting, May through August approx. 40 hours/week). 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 (M.A.) 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 Level degree equivalent. They are also eligible to apply for the NCSP (Nationally Certified School Psychologist) credential through NASP. All practica/field experiences 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 at other universities, or the Educational Psychology Program area offers a Ph.D. in Counseling Psychology. Counseling Psychology at Wayne State University emphasizes a developmental approach to understanding individuals, youth, and families, and prepares students to address personal and interpersonal functioning across the lifespan.

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 and 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.
The School and Community Psychology Program at Wayne State University is fully aligned with the training standards set forth by the National Association of School Psychologists (NASP), and incorporates the NASP domains of school psychology training and practice into its curriculum. The 10 domains are as follows:

Sources:  http://www.nasponline.org/standards/practice-model/domains.aspx  

Domains of Practice

Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making and Accountability**
  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- **Domain 2: Consultation and Collaboration**
  School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
  School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
  School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

- **Domain 5: School-Wide Practices to Promote Learning**
  School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
• **Domain 6: Preventive and Responsive Services**
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

• **Domain 7: Family–School Collaboration Services**
  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

**Foundations of School Psychological Service Delivery**

• **Domain 8: Diversity in Development and Learning**
  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

• **Domain 9: Research and Program Evaluation**
  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

• **Domain 10: Legal, Ethical, and Professional Practice**
  School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**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
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.

EER 7640  **Fundamentals of Quantitative Research** (3 credit hours)
Basic skills in educational research; nomenclature, problem, theory, hypothesis formulation; bibliographical and documentary techniques; retrieval systems; development of data-gathering instrumentation; computer orientation and research uses; collection and organization of data; manuscript development; report writing; techniques, methodologies for descriptive and experimental inquiry

Winter Semester - 1st Year

EDP 7240  **Systems of Psychotherapy** (3 cr. hr.)
Theory of psychotherapy, including stages of therapy, issues of therapy and techniques of therapy with adults.

EDP 7561  **Assessment of Cognitive Functioning** (4 credit hours)
Theory of intellectual development; administration, scoring, and interpretation of cognitive processing, visual-motor integration, and adaptive behavior assessments; data integration and report writing.

EDP 7610  **Child and Adolescent Psychopathology** (3 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 7562  Assessment of Personality and Social-Emotional Functioning (4 credit hours)
Theory of personality development; administration, scoring, and interpretation of personality and social-emotional assessments; data integration and report writing.

EDP 7563  Assessment of Academic Achievement (3 credit hours)
Students will administer, score, and interpret various academic achievement measures, integrate data and write instruction-driven reports, and communicate test results verbally.

CED 7730  Cultural and Diversity Issues in Mental Health Treatment and Research (3 credit hours)
The course is a cognitive and experiential study of social and psychological variables that influence the cross-cultural counseling relationship. Culturally relevant models of counseling theory and practice are explored. Emphasis will be placed on the social identities of race, ethnicity, gender, religion, ability, class, age and sexual orientation. Students are expected to comprehensively evaluate their own upbringing and belief systems, as well as a broad range of perspectives.

Fall Semester - 2nd Year

EDP 7220  Psychotherapy with Children and Adolescents (4 credit hours)
Theories and techniques of psychotherapy with children and adolescents.

EDP 7564  Assessment and Intervention for Academic Learning Difficulties (4 credit hours)
Students will learn about typical development of academic skills, historical and current methods of Specific Learning Disabilities evaluation, and linking academic assessment data to academic interventions for all levels of learning difficulties; emphasis on reading.

EDP 8318  Integrated Assessment Practicum (3 credit hours)
Building on prior assessment courses, in this practicum experience students will learn to integrate across assessment practices in the cognitive, visual-motor, adaptive behavior, academic achievement, and social-emotional-behavioral and personality domains. Emphasis will be on conceptualizing and conducting individual child and adolescent cases involving a variety of psychoeducational difficulties.

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.

EDP 8330  **Practicum/Field Experience in School Psychology** (3 credit hours)
Completion of 500 hours of practicum/field experience in a school setting under the supervision of a person who holds the full Michigan School Psychologist Certificate.

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

EDP 8320  **Internship in Clinical Procedures I** (3 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.

**Fall Semester - 3rd Year**

EDP 8360  **Internship in School Psychology** (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** (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).
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.
Assistant Dean, Theoretical and Behavioral Foundations
Professor, Educational Psychology
Director: School and Community Psychology M.A. Program
Wayne State University
341 College of Education
5425 Gullen Mall
Detroit, MI 48202
(313) 577-1670
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 Assignment in SCP program:
• Ethics, Standards, and the Practice of Psychology

Additional teaching experience:
• Adolescent Psychology
• Educational Psychology
• School-Based Consultation and Intervention

Research Interests:
• Risk taking behavior and health 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

Lauren R. Mangus, Ph.D.
Assistant Professor – Clinical
Educational Psychology
Pre-practicum, Practicum, & Internship Coordinator, School and Community Psychology
Wayne State University
345 College of Education
5425 Gullen Mall
Detroit, MI 48202
(586) 718-3633
lauren.mangus@wayne.edu

Educational History:
• B.A., Wayne State University, 2004
• M.A., Wayne State University, 2007
• Ph.D., Wayne State University, 2015

Teaching Assignment in SCP program:
• Pre-practicum, Pracitcum, and Internship Coordinator and University-Based Supervisor
• School-Based Consultation and Interventions
• Assessment of Academic Achievement

Additional teaching experience:
• Child and Adolescent Psychopathology

Professional Interests and Activities:
Dr. Mangus has been a practicing school psychologist since 2007, heavily emphasizing school systems level changes to improve academic and behavioral success for children who are struggling. She is also a practicing psychologist in clinical settings. She brings these areas of both school and clinical experience to her internship coordination and supervision. Her research interests are in better understanding the roles of motivation, self-efficacy, and study habits in adolescent academic achievement.

Sarah Kiperman, Ph.D.
Assistant Professor
Educational Psychology
Wayne State University
339 College of Education
5425 Gullen Mall
Deroit, MI 48202
(313) 577-1721

Educational History:
• B.S., Indiana University, Bloomington, 2009
• M.A., New York University, New York, 2011
• M.A., Georgia State University, Atlanta, 2011
• Ph.D., Georgia State University, Atlanta, 2015

Teaching Assignment in SCP program:
• Assessment of Cognitive Functioning

Additional teaching experience:
• Research and Evaluation
• Career Development and Life Planning
• Human Growth and Development
• Assessment in Counseling Children and Adolescents

Research Interests:
• Play Therapy
• Bullying
• LGBTQ
Elizabeth A. Barton, Ph.D.
Associate Professor (Research)
(313) 577-1614
ac2913@wayne.edu

Educational History:
• B.S., University of Michigan (1989)
• Ph.D., Wayne State University (1999)

Courses taught in EDP program:
• Child Development, Adolescent Development, and Human Development

Professional Interests and Activities:
Barton, a developmental psychologist, has extensive program development, implementation, and research and evaluation experience, specifically in the socio-emotional development of youth. She is a nationally recognized trainer on violence by, toward, and against youth and on cross cultural conflict. Barton is the author of Leadership Strategies for Safe Schools and Bully Prevention: Tips and Strategies for School Leaders and Classroom Teachers.

Mary Brennan, Ph.D.
Adjunct Faculty
(248) 496-8848
marybbrennan@wayne.edu

Educational History:
• B.A., Rollins College, 2007
• M.A., Wayne State University, 2010
• Ph.D., Wayne State University, 2015

Teaching Assignment in SCP program:
• Child and Adolescent Psychopathology

Additional teaching experience:
• Assessment of Academic Achievement

Professional Interests and Activities:
Dr. Brennan practiced as a school psychologist starting in 2010, and is currently working in clinical settings. She integrates both school and clinical experiences in her teaching. Her research interests include student engagement and interventions for externalizing behavior disorders in the school setting.
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.

Brandi L. Pritchett-Johnson, Ph.D.
Assistant Professor - Clinical Educational Psychology
Director of Training, Counseling Psychology
Wayne State University
347 College of Education
5425 Gullen Mall
Detroit, MI 48202
(313) 577-6405
drbrandi@wayne.edu

Educational History:
• B.A., Clark Atlanta University, Berkeley, 2004
• M.A., Western Michigan University, Kalamazoo, 2007
• Ph.D., Western Michigan University, Kalamazoo, 2011

Teaching Preferences/Courses:
• Professional Ethics and Standards for Psychologists
• Advanced Practicum in Clinical Procedures

Research Interests:
• Culturally Responsive Therapeutic Care
• Clinical Supervision
• Adolescent psychopathology
• Identity
• Community-based Therapy Models
Lea Ann Raymo, Ph.D.
Adjunct Faculty
(586) 945-3388
ao2203@wayne.edu; Leaann.imasa@gmail.com

Educational History:
• B.A., University of Michigan, 1999
• M.A., Wayne State University, 2004
• Ph.D., Wayne State University, 2012

Teaching Assignment in SCP program:
• Assessment of Personality and Social-Emotional Functioning

Additional teaching experience:
• Adolescent Psychology

Professional Interests and Activities:
Dr. Raymo has been a practicing school psychologist since 2004, and is also a practicing psychologist in clinical settings. She brings these areas of both school and clinical experience to her teaching. Her research interests include the role of test anxiety in student performance.
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 1st. Interviews are typically conducted in February and decisions made no later than March. Contact the program director with any questions about timeline, including if you missed the application deadline for the current year.

Admission to the program requires a Graduate Admissions Application (submitted online to Graduate Admissions) with additional materials uploaded to it: Program Area Application, Statement of Purpose, all previous transcripts, three letters of recommendation, the Graduate Record Examination (GRE), and a background check (each described in detail below). 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 Academic Services at (313) 577-1601 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, and most students admitted to this program have even higher undergraduate GPAs.

Application Components and Steps

Following are materials required for your application. Please follow this carefully, or your application review will be delayed.

Applications are due by February 1st

1) Graduate Application. Go to http://gradapply.wayne.edu to create a graduate application. Apply online only. You are encouraged to contact Academic Services at (313) 577-1601 to ensure you have applied correctly and to have any concerns addressed. Once inside the application portal, please remember to read everything from the top to bottom of the page. There is much useful information and several links you will need. Your WSU email address can be activated using the link at the bottom of your online application. Please activate, immediately begin using, and regularly check this email for updates.

Graduate students in good standing with Wayne State University who want to change their majors should apply online as these two pages indicate. However, if you are a WSU student who is adding a second program, please contact LaSondra Dawn, Program Specialist (and Liaison between the College of Education and Graduate Admissions) in Academic Services, at (313) 577-1011 for further instructions.
2) **Official Transcripts.** Official transcripts must be sent directly from all previously attended universities to Graduate Admissions. Have official transcripts sent directly from all previous universities to Wayne State University Office of Graduate Admissions at 5057 Woodward, Suite 6000, Detroit, MI 48202 (phone: (313) 577-4723). Electronic transcripts will be accepted if they are delivered securely from the registrar of the issuing institution directly to the Office of Graduate Admissions - gradadmissions@wayne.edu. You must also upload copies (unofficial is fine for review purposes) of all of your transcripts with your online application.

3) **Recommendations.** Three letters of recommendation are required. We recommend that at least one or two of the letters be from faculty members. Three letters of recommendation are required. Your letters must be uploaded to your online application. You will need to submit the name and email address of the people providing your letters of recommendation on your online application.

4) **Program Application.** The Program Application is different from the Graduate Admission Application. It is specific to the program. The Program Application can be downloaded from [http://coe.wayne.edu/tbf/educational-psychology/school-index.php](http://coe.wayne.edu/tbf/educational-psychology/school-index.php). It must be uploaded to your online application.

5) **Statement of Purpose.** The Statement of Purpose is a critical part of your application. Instructions are provided within the online application. It must be uploaded to your online application.

6) **Background Check.** Once you are recommended for admission to the program, information will be sent to you concerning how to complete the criminal background check. The cost for this is $55.

7) **Graduate Record Examination (GRE) scores.** 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. 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. Results will be automatically added to your online application, but may take several weeks to appear. Be sure to have a copy sent to yourself! If your official scores are delayed for any reason, be sure to upload a copy of them to your online Graduate Admissions Application in the "Additional Documents" section. This will allow us to at least review your application and decide on an interview invitation while we wait for originals to appear in your online application.
ADMISSION MATERIALS CHECKLIST

Each of the following items are required to be uploaded to your university application. There is a place in the online application for each item, and instructions specific to each are included in the application itself.

- $50 Application Fee for non-WSU applicants (fee is waived for WSU graduates)
- Official or Unofficial Transcripts
- Program Area Application
- Statement of Purpose
- Letters of Recommendation (3)
- GRE Scores

Questions? If you have any questions about the program itself, contact:

Cheryl L. Somers, Ph.D.
Assistant Dean, Theoretical and Behavioral Foundations
Professor, Educational Psychology
Director: School and Community Psychology M.A. Program
Wayne State University
341 College of Education
5425 Gullen Mall
Detroit, MI 48202
(313) 577-1670
c.somers@wayne.edu
http://coe.wayne.edu/tbf/index.php

If you have questions about any aspects of the application process, as well as to check in to see if all of your application materials have been received, or general university questions, please contact:

Academic Services
Dr. Mary Waker
489 Education Building
Detroit, MI 48202
(313) 577-1601

For more information, please visit our website at http://coe.wayne.edu/tbf/educational-psychology/school-index.php, or contact our program secretary at (313) 577-1614 or (313) 577-1613.
WHAT IS SCHOOL A PSYCHOLOGIST?
NASP Brochure 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
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
WSU School and Community Psychology Program

Frequently Asked Questions (FAQs)

Q: Where are classes located?
A: Classes are held at both the main campus and the Oakland Community College Orchard Ridge Campus.

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, and thus, substitutions are involved rather than total course load reductions.

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. See below for more information about courses and practicum/field experiences.

Q: If I miss the deadline, can I apply next term?
A: No. This program begins once per year each fall semester. The annual deadline for applications is February 1st. If the posted application deadline has passed, please feel free to inquire with the program director to see if we are still taking applications.

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.

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 practice experiences. Students are assigned to sites in the Detroit Public Schools in year 1 and other districts in year 2. 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. Second year practica/field experiences involve 20+ unpaid daytime hours per week in schools between January and mid-May, and 40+ unpaid hours per week in clinical settings between mid-May and August.

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  www.maspweb.com
National Association of School Psychologists  www.nasponline.org
American Psychological Association  www.apa.org
APA Division 16  www.apa.org/about/division/div16.html

POPULAR PROFESSIONAL LINKS
Intervention Central  www.interventioncentral.org
Psych Central  http://psychcentral.com/
School Psychology Resources Online  www.schoolpsychology.net
BUROS Center For Testing  http://buros.org/
Positive Environments, Network of Trainers (PENT)  www.pent.ca.gov
DIBELS  https://dibels.uoregon.edu/

MICHIGAN DEPARTMENT OF EDUCATION LINKS
Michigan Department of Education  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
MI Department of Education Certification status  http://www.michigan.gov/mde/0,1607,7-140-6530_5683_57223---,00.html