



MONTCLAIR STATE

UNIVERSITY

GRADUATE STUDENT HANDBOOK

2023-2024

*MA in Clinical Psychology
School Psychology Certification Program*

MONTCLAIR STATE UNIVERSITY

Department of Psychology
Dickson Hall 219
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Montclair, NJ 07043



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I. INTRODUCTION

The purpose of this handbook is to outline the policies, procedures, and requirements for graduate students in clinical training programs in the Psychology Department at Montclair State University. The Psychology Department, which is housed within the College of Humanities and Social Sciences (CHSS), has several graduate programs. This handbook pertains specifically to graduate students in the Psychology Department's master's-level and certification-level clinical training programs, including the MA Program in Clinical Psychology and School Psychology Certification Program. The Psychology Department has additional master's programs in nonclinical areas that are not associated with this handbook, including MA programs in Psychological Sciences and Industrial-Organizational Psychology.

A. History of Clinical Training at MSU

The Psychology Department has a long history of offering graduate-level clinical training programs. In 1970, the department created its first graduate programs: an MA degree in Educational Psychology and the School Psychology Certification Program. A concentration in Child/Adolescent Clinical Psychology was added to the MA program in 1998. In recent years, the Psychology Department has made a number of additions and changes to its training programs to reflect increasing interest in clinical and school psychology among our prospective students, as well as developments in these fields. In 2011, university approval was received to change the MA in Educational Psychology to an MA in Clinical Psychology, in order to better reflect the program's training emphasis while maintaining the concentration in Child/Adolescent Psychology and much of its core curriculum. The concentration in Forensic Psychology is relatively newer, having enrolled its first cohort in the 2015-2016 academic year and already proving to be a popular training offering. The School Psychology Certification Program, now the Psychology Department's most longstanding graduate-level program, continues to graduate school psychologists who secure positions in schools in New Jersey, across the country, and Canada.

In 2017, the Psychology Department launched its PhD Program in Clinical Psychology. This exciting step into doctoral-level clinical training builds on the department's longstanding commitment to graduate training and the launch of the Psychoeducational Services Clinic, the department's clinical training site located within the Center for Clinical Services, a state-of-the-art facility which opened in January 2016.

B. Common Themes Across Programs

While certain aims, competencies, policies, and requirements are unique to each of the graduate programs associated with this handbook (MA in Clinical Psychology, Child/Adolescent and Forensic concentrations, and School Psychology Certification Program), many are shared, and the programs are integrated in several ways. In addition to having common courses and policies, the programs are united by a core training philosophy. Students across programs are trained in evidence-based practices and taught to use scientific thinking to evaluate the empirical support of theories, concepts, and approaches they learn during their education. Another connecting thread among our programs is an emphasis on topics related to children, adolescents, and families. This child/adolescent focus is reflected in core coursework and field experiences across programs, though the identified setting of study/practice of youth varies by program (e.g., focus on forensic and juvenile justice settings in the Forensic concentration, schools in the School Psychology Certification Program, etc.). Our programs also share a commitment to fostering ethical and professional behavior, as well as sensitivity to issues of diversity and individual differences in gender, race, ethnicity, culture, religion, and sexual orientation.

C. Handbook Versions and Requirements

An updated version of this handbook is released each academic year. Students are strongly encouraged to review the handbook published at the time of their initial enrollment, as well as versions published in the subsequent years of their enrollment. Students must complete the curriculum requirements outlined in the handbook at the time of their initial enrollment, though they may receive permission to complete the curriculum requirements outlined in the handbook from the current year. However, students may not mix the two sets of requirements. That is, they cannot meet some requirements from the year of their initial enrollment and some from the current year. Students are also expected to be familiar with and adhere to the rules and requirements outlined *The Graduate School Policy Manual* ([TGS Policy Manual](#)). *The Graduate School Policy Manual* of the current year is to be followed regarding general policies.

II. PROGRAM FACULTY AND STAFF

The Psychology Department has over 30 full-time faculty members, including the core faculty of the graduate-level clinical training programs, as well as a number of affiliated faculty. In addition, several faculty members and staff serve in key administrative positions in the department and the clinical training programs. For contact information and office hours, please visit the Psychology Department Graduate Programs website: [Graduate Programs – Psychology - Montclair State University](#).

A. Administrative Structure

Chair, Psychology Department

Dr. Yoav Ariei

Director, MA in Clinical Psychology

Dr. Jessica Spat-Lemus

Director, School Psychology Certification Program/Psychoeducational Services Clinic

Dr. Julia Coyne

Child/Adolescent Concentration Head, MA in Clinical Psychology

Dr. Shannon O'Connor

Forensic Concentration Head, MA in Clinical Psychology

Dr. Tina Zottoli

Coordinator for Graduate Student Advancement (all Psychology Programs)

Ms. Jen Wilenta, MA

B. Core Faculty/Instructors

Samantha Coyle, PhD

Assistant Professor

coyles@montclair.edu

- **Education:** Ph.D., School Psychology, Northern Illinois University
- **Research Interests:** Understanding the positive and negative features of peer relationships, specifically social support and bullying victimization in relation to internalizing disorders in adolescent youth; investigating lack of support as a stressor and social support compensation within a stress buffering framework
- **Clinical Interests:** Academic assessment and intervention, curriculum-based measurement, and systems-level interventions targeting mental health and academic outcomes

Julia H. Coyne, Ph.D., NCSP

Director, School Psychology Certification Program/Psychoeducational Services Clinic

coynej@montclair.edu

- **Education:** Ph.D., School Psychology, Loyola University Chicago
- **Research Interests:** Pediatric post-injury cognitive rehabilitation in learning, supporting learning in multi-tiered systems, crisis intervention/prevention, international school psychology
- **Clinical Interests:** Field training in school psychology, program evaluation, cognitive and academic assessment and intervention with K-12 students

Jeremy K. Fox, Ph.D.

Associate Professor-Lab Website

foxjer@montclair.edu

- **Education:** Ph.D., Clinical Psychology, University at Albany, SUNY
- **Research Interests:** Developmental psychopathology and early intervention of childhood anxiety disorders, temperament and emotion regulation, school mental health and dissemination issues
- **Clinical Interests:** Cognitive-behavioral interventions for children and adolescents with internalizing disorders

Milton Fuentes, Psy.D.

Professor

fuentesm@montclair.edu

- **Education:** Psy.D., Clinical Psychology, Rutgers University
- **Research Interests:** Multicultural and Latinx Psychology, focusing on acculturation, biculturalism, colorism, implicit bias, parenting, and pedagogy
- **Clinical Interests:** Family and couples therapy; motivational interviewing; multicultural/diversity-centered treatment

Sally L. Grapin, Ph.D., NCSP

Associate Professor

grapins@montclair.edu

- **Education:** Ph.D., School Psychology, University of Florida
- **Research Interests:** Social justice and multicultural issues in psychology, particularly related to training and professional issues; the implementation of multi-tiered systems of support (MTSS); intervention practices for youth at risk for reading disabilities
- **Clinical Interests:** Academic assessment and intervention with K-12 students

Christopher M. King, J.D., Ph.D.

Associate Professor-[Lab Website](#)

kingch@montclair.edu

- **Education:** J.D., Ph.D., Clinical Psychology, Drexel University
- **Research Interests:** Forensic mental health assessment, correctional psychology, law-psychology
- **Clinical Interests:** Forensic mental health assessment, severe mental illness, cognitive behavior therapy, psychotherapy integration

Erin Kang, Ph.D.

Assistant Professor - [Lab Website](#)

kange@montclair.edu

- **Education:** Ph.D., Clinical Psychology, Stony Brook University
- **Research Interests:** Developmental psychopathology and plasticity implicated in autism spectrum disorder (ASD) and social challenges in youth; neural mechanisms of clinical phenotypes in ASD; refining interventions informed by clinical and neural insights; predictors and moderators of treatment response
- **Clinical Interests:** Evidence-based interventions for youth with ASD; comorbid mental health issues in intellectual/developmental disabilities (I/DD) populations

Carrie Masia Warner, Ph.D.

Professor-[Lab Website](#)

masiac@montclair.edu

- **Education:** Ph.D., Child-Clinical Psychology, West Virginia University
- **Research Interests:** Development and systematic evaluation of evidence based interventions for children and adolescents in community settings, including schools and pediatric medical settings; understanding how to support the adoption and sustainability of interventions by front-line professionals for anxiety and depression in youth
- **Clinical Interests:** Evidence-based interventions for anxiety and depression in children and adolescents; training of school professionals and nurse practitioners in delivery of treatments for anxiety and depression; parent training for prevention and treatment of internalizing disorders

Shannon O'Connor, Ph.D.

Assistant Professor- [Lab Website](#)

oonnors@montclair.edu

- **Education:** PhD, Clinical Psychology, Michigan State University

- **Research Interests:** Environmental and genetic risk for eating disorders; the impact of food insecurity on disordered eating behavior
- **Clinical interests:** Evidence-based treatments for eating disorders, anxiety, and depression

Barbara Prempeh, Ph.D.

Clinical Specialist

premphehb@montclair.edu

- **Education:** Psy.D, Clinical Psychology, Kean University
- **Research Interests:** Trauma, juvenile justice, implicit bias, cultural competence/humility
- **Clinical interests:** Trauma, resilience, biculturalism

Jazmin Reyes-Portillo, Ph.D.

Assistant Professor- [Lab Website](#)

reyesportilj@montclair.edu

- **Education:** Ph.D., Clinical Psychology, Rutgers University
- **Research Interests:** Youth mental health services, including use of technology to increase racial/ethnic minority youth access to and use of mental health treatment for internalizing disorders; improving implementation and dissemination of evidence-based treatments and practices in school and community settings; Latino mental health
- **Clinical Interests:** Evidence-based treatments for child and adolescent anxiety and depression

Jessica Spat-Lemus, Ph.D.

Director, MA in Clinical Psychology

spatlemusj@montclair.edu

- **Education:** Ph.D., Yeshiva University-Ferkauf Graduate School of Psychology
- **Research Interests:** Neurocognitive and behavioral changes in neurosurgical and neurological conditions across the lifespan; Cultural/linguistic diversity in neuropsychological assessment and treatment
- **Clinical Interests:** Neuropsychological assessment and cognitive remediation in patients with neurosurgical/neurological conditions across the lifespan

Tina M. Zottoli, Ph.D.

Associate Professor- [Lab Website](#)

zottolit@montclair.edu

- **Education:** Ph.D., Clinical Psychology, Forensic Specialization, Graduate Center & John Jay College of Criminal Justice, City University of New York
- **Research Interests:** Adolescent decision-making and legal competencies, plea bargaining, wrongful conviction
- **Clinical Interests:** Forensic assessment of adolescents and adults, with primary practice areas in legal competencies, sentencing mitigation, and risk assessment

C. Associated Faculty

Laura Lakusta, Ph.D.

Associate Professor-[Lab Website](#)
lakustal@montclair.edu

- **Education:** Ph.D., Cognitive Developmental Psychology/Cognitive Science, Johns Hopkins University
- **Research Interests:** Dr. Lakusta's interests focus on language and cognitive development in typically developing infants and children, as well as children with developmental disorders, such as Autism Spectrum Disorder, Specific Language Impairment, and Williams syndrome. In particular, she studies how infants' representations can support language development and how language input from the environment can influence development

Joshua Sandry, Ph.D.

Associate Professor -[Lab Website](#)
sandryj@montclair.edu

- **Education:** Ph.D., Cognitive Psychology, New Mexico State University
- **Research Interests:** Cognitive impairment and neuropsychological changes in multiple sclerosis and traumatic brain injury

Yingying (Jennifer) Yang, Ph.D.

Assistant Professor- [Lab Website](#)
yangyi@montclair.edu

- **Education:** Ph.D., Developmental Psychology, University of Alabama
- **Research Interests:** Cognitive development in typically developing children and children with intellectual or developmental disabilities, such as autism spectrum disorder. Dr. Yang is also interested in applying developmental research to real-world educational and clinical settings

III. ADMISSIONS

A. Application Dates and Procedures

The priority deadline for admissions to the MA in Clinical Psychology and School Psychology Certification programs is March 15th. We only admit applicants for enrollment for the Fall semester. We strongly encourage applicants to enroll full-time.

All applicants must adhere to the application guidelines of [The Graduate School](#).

To submit an application, please follow these steps:

1. Complete the [online application](#) on The Graduate School's website, including the \$60 application fee (non-refundable)
2. Upload or send the following required supplemental items:
 - a. Official undergraduate and graduate (if applicable) transcripts
 - *Upon submitting the application, you will have the ability to upload materials via your Application Portal. Under your Application Checklist,*

you'll notice checklist item(s) entitled "Transcript for School" for each institution that you listed in your academic history. Click on "Upload Materials" to get started. From there, select "Unofficial Transcript" from the drop-down menu, and select "Choose File." Select the document that you would like to upload and click the "Upload" button to continue. After uploading, you will notice that the document that you uploaded appears in the Application Checklist as "Unofficial Transcript." This will remain until the Office of Graduate Admissions has the opportunity to review and verify that your unofficial transcript(s) meet all of the requirements listed above. Once that verification takes place, your transcript will be labeled with the corresponding name of the institution and marked as "Received."

- b. Curriculum vitae/resume
- c. GRE General Test scores (optional if your overall GPA is 3.3 or greater or you already hold a completed graduate degree)
- d. Two letters of recommendation, preferably from faculty familiar with your work
- e. Personal statement
 - *Articulate clearly, concisely, and in specific terms your relevant academic, research, and psychology-related experiences and interests*
 - *Please provide an answer to the following question based on the concentration to which you are applying to:*
Child/Adolescent: Please describe the way you foresee the child/adolescent concentration aiding your future educational and /or career goals.
Forensic Psychology: Please describe how you anticipate the forensic psychology concentration will aid your future educational and career goals.
Child Adolescent + School Psychology Certification: Please describe how you came to your decision to pursue school psychology and how you see yourself working to facilitate the educational and behavioral health of school-aged populations
 - *Finally, you may also highlight any additional strengths that will make you an excellent candidate for our program, as well as explain any areas of relative weakness in your application (e.g., if your GPA is below recommended minimums or your performance in a course was suboptimal)*
- f. Sample of written work related to the field(s) of psychology, particularly your desired area of concentration. This might be a paper written for a previous course, an original research project summary, or some other original writing that was prepared and completed prior to this application process
- g. For those students applying to the School Psychology Certification Program who have a Master's Degree in a related field are advised to have the New Jersey Department of Education (NJDOE) conduct a transcript analysis through their New Jersey Educator Certification System (<https://njdoe.my.site.com/manage/s/>). For more information, please review the *Respecialization in School Psychology* section of this handbook
- h. *International students only:* Please visit the International Applicants page to review the application requirements and process- [International Graduate Applicants](#)

Most supplemental materials can be uploaded through The Graduate School submission portal once you have filed your online application and application fee. Any questions about how to submit an application should be directed to The Graduate School via phone or email:

Phone: 973-655-5147

Email: graduate@montclair.edu
[Graduate Admissions](#)

Any questions about our programs that are not addressed here should be directed to: gradclinical@montclair.edu. A program staff member will reply to you as soon as possible.

Upon receiving your required application materials, The Graduate School will review your application and forward it to the Psychology Department, if it meets the minimum requirements (delineated below). Please note that The Graduate School will only review your application once it is complete and your application fee has been paid. The Psychology Department then reviews the applications and requests interviews with prospective candidates. Typically, prospective candidates are notified of the interview invitation via email. Following the interview, the Psychology Department notifies The Graduate School of its recommendations for admission, and The Graduate School notifies prospective candidates of their status via email.

B. Admissions Criteria and Requirements

Admission to our programs is competitive. As such, we look for applicants who demonstrate a high level of preparedness for graduate training. Typical criteria required for admission are listed below:

1. A bachelor's degree in psychology
 - a. For students with non-psychology undergraduate degrees, we require a minimum of 12 undergraduate credits in psychology or a closely related field, including a course in statistics and an experimental/research methodology course
 - b. If you do not have the required number of psychology credits, email the program directly at gradclinical@montclair.edu to determine what courses may be needed to fulfill the undergraduate requirements. These courses can be taken at Montclair State or another university
2. Minimum undergraduate GPA of 3.0*

** Although a GPA of 3.0 and above is recommended, applicants with a GPA between 2.7 and 3.0 will be considered for admission if other aspects of their application indicate strong potential for success in the program. Applicants with a GPA below 2.7 will not be considered for admission*
3. Although neither the GRE General Test nor the GRE Psychology Subject Test are required for admission if you have an overall GPA of 3.3 or higher or hold a completed graduate degree, applicants may submit these scores for consideration by the admissions committee
Competitive applicants who have submitted GRE scores typically have GRE Quantitative and Verbal scores at or above the 50th percentile
4. Submission of a work sample and personal statement that is well-written and demonstrates your professionalism, interest in the area of study, writing abilities, and personal qualities.
5. An admissions interview with program faculty

C. Admissions Interviews

All applicants who are selected to proceed to the next stage of the admissions process following review of their applications, must complete an admissions interview with program faculty. The Psychology Department will hold pre-selected interview days for the MA in Clinical Psychology and School Psychology Certification programs.

At this time, interviews are conducted virtually via Zoom with two faculty members and/or the Director of the Clinical MA Program.

After signing up for an interview date, candidates will receive a follow-up email on behalf of the Psychology Department from gradclinical@montclair.edu confirming the interview date and providing additional information. Admissions interviews provide the admissions committee with the opportunity to learn about each candidate's background, interests, and goals, as well as assess each candidate's readiness for graduate study. Overall, prospective students must be evaluated positively by faculty on their potential for clinical placement and written communication. Of note, prior to the virtual interview, candidates will be provided with written material about the program.

D. Course Sequencing and Substitution Guidelines

Prior to admission in the Fall semester, each student receives the coursework program for their concentration (please see *Appendices A, B, or C* for coursework program documents by concentration). Coursework programs can change for students who have transfer credits or if there are other factors warranting a unique course of study (e.g., change to part-time status, academic probation, credit requirements for international students).

Students are **strongly encouraged** to follow their coursework program, as deviating from it can sometimes affect a student's ability to graduate on time. Students wishing to make changes to their coursework program must receive approval from both their faculty advisor and the Program Director to initiate a change.

Students who do not receive permission prior to altering their coursework program may end up needing additional courses to graduate, extending their graduation date, and/or incurring additional course fees. Of note, international students are to remain in contact with the MSU Office of Global Engagement ([Office of Global Engagement](#)) throughout their time in the program in order to ensure compliance with all policies and regulations. Therefore, students need to reach out early to their faculty advisor and Program Director if modifications are needed.

E. Transfer Credit Guidelines

All transfer credits must be approved by the Director of the Clinical Psychology MA Program and processed by the Office of the Registrar.

For further, detailed information regarding transfer credit, including criteria for acceptance of transfer credits, please review [The Graduate School's Policy Manual \(Section IV\)](#):

IV. MA IN CLINICAL PSYCHOLOGY

A. Overview, Core Competencies, & Career Paths

The MA Program in Clinical Psychology at MSU is designed to provide students with a foundation in the theory, research, and practice of clinical psychology. Our program adheres to a scientist-practitioner

training model that emphasizes the integration of research and practice. Students are trained in evidence-based practices and encouraged to join research labs on campus to gain exposure to the research process and learn how science can inform their clinical work.

Our MA Program in Clinical Psychology prepares students for a variety of career paths in mental health. After earning their MA, graduates have secured competitive positions at mental health agencies as MA-level clinicians, case managers, and developmental specialists. Please note that completing the MA Program in Clinical Psychology does not, on its own, qualify a graduate for licensure as a psychologist. In the United States, only individuals with a doctoral degree (PhD, PsyD, EdD) are eligible for psychology licensure. As a result, graduates from our Clinical Psychology MA program are not permitted to practice independently and, therefore, typically seek positions as MA-level clinicians at agencies in which they can work under the supervision of a licensed mental health professional.

Our MA Program in Clinical Psychology can also serve as a valuable step toward doctoral-level training. Many of our students enter our program seeking advanced training to prepare them for doctoral programs. To help them achieve their goals of gaining admission into doctoral programs, we encourage these students to make the most of their time in our program. This includes excelling in their coursework and pursuing clinical and research opportunities that relate to, and can help further develop, their interests in clinical psychology. As a testament to this model, our graduates have received acceptances into prestigious doctoral programs in clinical and school psychology, including, in recent years: Fordham University, St. John's University, Fairleigh Dickinson University, University of New Mexico, Philadelphia College of Osteopathic Medicine, Rutgers University, Widener University, and Yeshiva University, among other institutions.

Graduation from the program requires successful completion of a 36-credit program of study. Applicants to the MA in Clinical Psychology Program are required to select a concentration in either Child/Adolescent or Forensic Psychology. Regardless of which concentration is chosen, students must complete 36 credits of coursework. Students in both concentrations complete a set of core clinical courses (e.g., clinical assessment, ethics), as well as specialty courses specific to their concentrations. Descriptions of the concentrations can be found below.

B. Concentration in Child/Adolescent Psychology

1. Overview

The Child/Adolescent Psychology Concentration provides students with foundational level training in clinical psychology, with a focus on clinical child psychology. Students in the Child/Adolescent Concentration learn about the unique psychological needs of children and adolescents, as well as developmental considerations in psychopathology, assessment, and treatment, including the role of family and social contexts. This concentration is designed to prepare students for MA-level clinical positions in mental health settings, particularly those that serve children and families (e.g., community mental health agencies, care management organizations) and do not require licensure. Students may also seek positions as clinical research assistants and coordinators, as well as pursue doctoral-level study.

Note: Students enrolled in the School Psychology Certification Program, in addition to the MA in Clinical Psychology (Child/Adolescent Psychology Concentration), should follow the curriculum,

recommended course sequence, and externship guidelines provided in the School Psychology Certification Program section of this handbook.

2. Curriculum

Students must complete 36 credits, to be earned by satisfying the following requirements:

Code	Title	Credits
Clinical Psychology Courses		15
<u>PSYC 574</u>	Cognitive Assessment	
<u>PSYC 575</u>	Clinical Assessment	
<u>PSYC 561</u>	Developmental Psychology	
<u>PSYC 565</u>	Developmental Psychopathology	
<u>PSYC 678</u>	Ethics and Professional Issues in Psychology	
Child/Adolescent Psychology Concentration		6
PSYC 670	Evidence-Based Psychological Interventions I	
PSYC 679	Family Systems and Therapy	
Psychology Electives		9
<u>PSYC 506</u>	Multicultural Psychology	
<u>PSYC510</u>	Research Methods in Psychology	
<u>PSYC 521</u> <i>or</i> <u>PSYC 578</u>	Applied Stats & Measurement <i>OR Psychometrics</i>	
Capstone Experience, choose a track (see below)		6
CLINICAL EXTERNSHIP TRACK 450-hour clinical placement, plus 6 credits of PSYC 680		
<u>PSYC 680</u>	Externship in Clinical Psychology	Fall 3 Spring 3
RESEARCH EXTERNSHIP TRACK 450-hour research lab placement, plus PSYC 510 (3 credits) PSYC 550 (3 credits). <i>*Note: students in the Child/Adolescent Psychology Concentration who are approved to complete a research externship, must take an additional approved elective from the list below since PSYC 510 is already a required course in the program of study.</i>		
<u>PSYC 510</u>	Research Methods in Psychology	3
<u>PSYC 550</u>	Quantitative and Statistical Methods	3

Additional Elective Options <i>(only with approval if credit(s) are required)</i>		
<u>PSYC 504</u>	Cognitive Psychology	3
<u>PSYC 552</u>	Social Psychology	3
<u>PSYC 650</u>	Theories of Interpersonal and Family Violence	3
<u>PSYC 702</u>	Evidence-Based Psychological Interventions II	3
Total Credits		36

3. Course Sequence

Most students complete the MA program in two years of full-time study. Please note that students must complete all required coursework prior to enrolling in PSYC 680, unless otherwise specified in their coursework program.

The recommended full-time coursework program for the Child/Adolescent Psychology Concentration can be found in Appendix A. If students choose to deviate from the recommended sequence without advisement, we cannot guarantee graduation will be completed on-time. Students must consult with their faculty advisor, and then the Director of the Clinical Psychology MA Program should they wish to change to part-time status.

C. Concentration in Forensic Psychology

1. Overview

The Forensic Psychology concentration is designed to prepare students to offer master's level clinical services to legal system-involved populations in settings that do not require licensure. Such settings include but are not limited to, mental health and drug court settings, offender rehabilitation programs, child and family advocacy settings, and bona fide public service agencies exempted by state boards of psychological examiners for non-doctoral providers. Students also receive opportunities for clinical and research experiences to prepare them for doctoral study should they choose that path.

In keeping with our MA Program in Clinical Psychology overall child/adolescent focus, the forensic concentration places an *emphasis* on child, adolescent, and family issues, such as domestic violence, child abuse and neglect, and juvenile offender assessment, treatment, and rehabilitation.

Courts often rely on psychologists and other mental health practitioners to provide the information they need to make legal decisions that impact the safety, security, and well-being of justice-system-involved individuals and the community. There are relatively few specialized programs that train students in the ethical practice of forensic psychology, especially ones that offer an emphasis on child and family issues. The program delivers the academic and applied experiential learning necessary to succeed in this challenging career through a faculty of experienced forensic psychologists and researchers and legal practitioners.

Students in the Forensic Psychology Concentration can expect to leave the program with strong clinical skills in assessment and psychotherapeutic interventions, an understanding of professional ethics, and a sound theoretical foundation in developmental psychology and psychopathology. Students will learn the unique ethical constraints on the practice of psychology within the legal system, gain practical experience in forensic assessment, report writing, and the provision of treatment to offender and victim populations, and be exposed to current theories on family and interpersonal violence.

2. Curriculum

Students must complete 36 credits, to be earned by satisfying the following requirements:

Code	Title	Credits
Clinical Psychology Courses		15
<u>PSYC 574</u>	Cognitive Assessment	
<u>PSYC 575</u>	Clinical Assessment	
<u>PSYC 561</u>	Developmental Psychology	
<u>PSYC 565</u>	Developmental Psychopathology	
<u>PSYC 678</u>	Ethics and Professional Issues in Psychology	
Forensic Psychology Concentration		9
<u>PSYC 650</u>		
<u>PSYC 664</u> <i>or</i> <u>PSYC 665</u>	Criminal Forensic Assessment <i>or</i> Child/Family Forensic Assessment	
<u>PSYC 671</u>	Interventions in Forensic Psychology	
<u>PSYC 725</u>	Psychological Science and the Law	
Psychology Electives		6
<u>PSYC 521</u> <i>or</i> <u>PSYC 578</u>	Applied Stats & Measurement <i>OR Psychometrics</i>	
<u>PSYC 650</u>	Theories of Interpersonal and Family Violence	
Capstone Experience, choose a track		6
CLINICAL EXTERNSHIP TRACK 450-hour clinical placement, plus 6 credits of PSYC 680		

<u>PSYC 680</u>	Externship in Clinical Psychology	Fall 3 Spring 3
RESEARCH EXTERNSHIP TRACK 450-hour research lab placement, plus PSYC 510 (3 credits) PSYC 550 (3 credits).		
<u>PSYC 510</u>	Research Methods in Psychology	3
<u>PSYC 550</u>	Quantitative and Statistical Methods	3
Additional Elective Options <i>(only with approval if credit(s) are required):</i>		
<u>PSYC 504</u>	Cognitive Psychology	3
<u>PSYC 506</u>	Multicultural Psychology	3
<u>PSYC 552</u>	Social Psychology	3
<u>PSYC 650</u>	Theories of Interpersonal and Family Violence	3
<u>PSYC 702</u>	Evidence-Based Psychological Interventions II	3
Total Credits		36

3. Course Sequence

Most students complete the MA program in two years of full-time study. Please note that students must complete all required coursework prior to enrolling in PSYC 680, unless otherwise specified in their coursework program.

The recommended full-time coursework program for the Forensic Psychology Concentration can be found in Appendix B. If students choose to deviate from the recommended sequence without advisement, we cannot guarantee graduation will be completed on-time. Students must consult with their faculty advisor, and then the Director of the Clinical Psychology MA Program should they wish to change to part-time status.

D. Externship in Clinical Psychology

All students in the MA in Clinical Psychology program must complete a supervised externship as their capstone experience in the final year of their program. These externships are completed across two semesters (fall/spring) in the same academic year. Each semester, students will submit an activity hours-log and evaluations of their externship supervisor. Externship supervisors will also submit evaluations of the student at the end of the fall and spring semesters. *Students must complete at least 21 credits of required core coursework (as detailed in their coursework plan in the Appendices) before being eligible to apply for an externship.*

Clinical Externship: The clinical externship is designed to allow students to apply what they have learned in their didactic coursework to develop the skills and abilities necessary to become effective clinicians. [Note: Students in the School Psychology Certification Program complete PSYC 662, *Externship in School Psychology*, instead of PSYC 680].

1. Clinical Externship Requirements

To be considered an acceptable clinical externship, the student's experience must involve:

- a. Weekly individual, face-to-face supervision by an on-site, licensed mental health professional at the master's (e.g., LCSW, LPC) or doctoral level (PhD, PsyD, or EdD). Tele-supervision may be offered, as needed, due to safety or health reasons, or else as an adjunct to primary in-person supervision
- b. Opportunities to interact with a team of other clinicians and/or trainees
- c. Opportunities to provide regular, scheduled clinical services under supervision in accordance with the student's level of training and in ethical and legal compliance with the New Jersey Board of Psychological Examiners or other state psychology licensing authorities. Depending on the supervisor's credentials and the externship site, students can complete a variety of supervised activities (these are further detailed in the externship module of the Clinical/School Psychology Canvas page)

Overall, students are required to complete approximately **450 hours** of supervised experience over the course of the academic year (approx. two full days a week).

These hours can include direct provision of clinical assessment and intervention services, observation/shadowing of supervisors, report writing, other support hours (e.g., documentation, research), and on-site supervision. Students must be available during the day to complete their externship. Externships at night and on weekends are rare.

Clinical externship students are required to register for two consecutive semesters of PSYC 680 (fall and spring). As part of this course, externship students meet weekly in a classroom setting with an MSU instructor. Although the on-site supervisor serves as the student's primary supervisor, the weekly course meeting provides a second layer of support in the form of group supervision facilitated by the MSU instructor. The course may also address professional issues, such as knowledge and application of ethical principles, case formulation and presentation, therapeutic effectiveness, and the ability to effectively advocate for oneself and one's clients.

2. Securing an Externship Placement

MA students are encouraged to pursue an externship experience that is consistent with their training interests, including, but not limited to: client population age range, theoretical orientation, typical diagnoses, stressors that affect psychological functioning, different therapeutic modalities (group, family, individual), as well as the opportunity to learn how to deliver various evidence-based practices.

Several steps are involved in securing an externship placement. Students should begin the process of looking for an externship in December of the year before their externship year (i.e., December of year ONE). Around that time, the Director of the Clinical Psychology MA Program will meet with students who are on track to complete the pre-requisites to begin the

externship in the Fall semester of their last year, to provide an overview of the externship application process and guidelines. Students will also have the opportunity to meet with current externs to learn about current placements and experiences. An externship module, with various resources, including an updated spreadsheet of current/approved externship sites, will be provided on the Clinical/School Psychology Canvas page to refer to as students complete the steps required of the externship process. Additionally, students are encouraged to:

- a. Review websites of externship placements of interest. We encourage students to identify possible externship sites during the Winter break. The most desirable externship placements often fill positions quickly.
- b. Email and/or call potential externship sites to ask about the availability of externship opportunities. Ensure that the site provides the basic requirements for externship placements (see above). Inquire about the site's application process (specific instructions for some sites may be found in the spreadsheet).

Following a student's own research/inquiry and/or reviewing potential sites listed in Canvas, students will provide a list of potential externship sites they wish to apply to via an Excel file that includes pertinent information (e.g., site name/ location, supervisor name/contact information/credentials, externship responsibilities, etc.). That Excel file will be sent to Dr. Spat-Lemus at clinicalmaexternship@montclair.edu in early January for review and approval prior to applying to sites.

- a. Once approved to apply, students will do so, which will likely include providing the site with a cover letter and a curriculum vitae or resume. If a site asks for a "letter of readiness" to confirm that a student is in good standing in our program, please email clinicalmaexternship@montclair.edu to request a letter be sent on your behalf.
- b. If invited, attend an in-person or virtual interview
- c. When a student has received externship offers, they are asked to schedule a brief Zoom meeting with Dr. Spat-Lemus to review and discuss these options prior to accepting the position
- d. After an offer is accepted, a student will initiate the process for getting training agreements (both student and externship supervisor versions) and surveys (MA Externship Details Survey) completed and signed; the links are provided via the externship module on the Clinical/School Psychology Canvas page. A student must provide a signed copy to their on-site supervisor and Dr. Spat-Lemus. We encourage students to submit a fully signed agreement by June 30th, however, Dr. Spat-Lemus will continue to accept signed agreements into the summer (should there be an extenuating circumstance that has contributed to the delay). Once the MA Externship Details Survey is completed, the Coordinator for Graduate Student Advancement can seek a primary university-level training agreement (if one is not already in place) which will need to be approved and signed by both the externship site's and MSU's legal teams. Any questions related to the externship process should be addressed to Dr. Spat-Lemus at: clinicalmaexternship@montclair.edu.

E. Clinical Research Externship in Clinical Psychology

The program also offers a clinical research track as a capstone experience for select students in the Child and Forensic Psychology concentrations interested in pursuing a Ph.D. The research externship is completed across two semesters (fall/spring) in the same academic year and is designed to provide students with additional training in clinical research. If a student plans to do direct clinical services following the

completion of their MA, or to pursue a PsyD or another MA-level health services degree (LPC; LCSW), students are advised to pursue the traditional clinical externship experience. The research track is highly selective and limited to students with a specific research interest. Students should have strong critical thinking and analytic skills, high grades (B+ or higher), and be highly motivated for research activity.

1. Clinical Research Externship Requirements

To be considered an acceptable clinical research externship, the student's experience must involve the following:

- a. The research externship supervisor must be a faculty member at MSU or another research-oriented institution who conducts clinically relevant research. Clinically relevant research is defined broadly to include research on human functioning with direct or potential relevance to psychological assessment, psychological intervention or consultation, use of psychological principles, and/or use of psychological procedures
- b. The student is expected to provide work at a level commensurate with authorship on a conference presentation (e.g., poster). Satisfactory completion of the externship requires evidence of authorship on a conference presentation or manuscript. The intention to submit (if the submission date follows the completion of the externship) will be accepted
- c. Faculty will be expected to provide supervision as per the usual manner this is completed in the lab (e.g., lab meetings), as well as meaningful work so that the student can acquire a range of new research-related skills
- d. Complete approximately **450 hours** of research assistantship across the academic year (approx. two full days a week)
- e. In lieu of PSYC 680, students must enroll in Research Methods (PSYC 510) and Statistics (PSYC 550). **IMPORTANT: A student cannot "double dip."** If a student uses 510 & 550 for capstone, they cannot also use these courses to fulfill the other program requirements. Students in the Child/Adolescent Concentration who are approved to complete a research externship will need to take an approved elective since PSYC 510 is part of the required course sequence, and 36 credits are required to graduate. These electives are listed above in the *Curriculum* sections of this handbook

Each semester, students will submit an activity hours-log and evaluations of their externship supervisor. Externship supervisors will also submit evaluations of the student at the end of the fall and spring semesters.

2. Securing a Clinical Research Externship Placement

Students should begin the process of looking for an externship in December of the year before their externship year (i.e., December of year ONE). Around that time, the Director of the Clinical Psychology MA Program will meet with students who are on track to complete the pre-requisites to begin the externship in the Fall semester of their last year, to provide an overview of the externship application process and guidelines. The following steps are involved in securing an externship placement. Students should:

- a. Meet with their faculty advisor to discuss applying for a research placement and career/educational plans. Following this discussion, the student should email Dr. Spat-Lemus at clinicalmaexternship@montclair.edu (cc'ing their faculty advisor) letting her know that this option was discussed and approved

- b. Students will be expected to find a faculty member who will agree to supervise them in their lab as per the program requirements. A listing of each available MSU faculty research lab position in Psychology will be made available in the externship module on Canvas, including projects, roles/responsibilities, and application requirements
- c. Should a student wish to apply to a research externship outside of MSU, please email clinicalmaexternship@montclair.edu for further guidance. The student will be asked to provide the name of the faculty researcher (including credentials/degree), name of the institution, location, contact information, and type of lab via an excel file

As with the off-site clinical externship process, in the event that a placement falls through at the last minute or a student would like a site that also has clinical administrative experience, students will be able to interview for an individualized clinical externship capstone experience at MSU's Center for Clinical Services with Dr. Julia Coyne. Similarly, should a student's interests or future goals benefit from or align with research-related activities, a student will be able to interview for a pre-selected clinical research laboratory setting.

V. SCHOOL PSYCHOLOGY CERTIFICATION PROGRAM

A. Overview

The School Psychology Certification Program is designed to prepare graduate students for careers as certified school psychologists. The 65-credit Specialist-Level program was accredited by the National Association of School Psychologists (NASP) in 2020 and by the Council for the Accreditation of Educational Preparation (CAEP) in 2021 for its provision of a comprehensive interdisciplinary curriculum that integrates school psychology, educational psychology, counseling, multicultural psychology, special education, and supervised application through practicum and externship settings to national standard. Upon completion of the program, students are eligible to receive a school psychologist standard certificate (endorsement code #3100) from the New Jersey Board of Education (NJBOE) and are eligible for the National Certificate in School Psychology (NCSP), conferred by the National Association of School Psychologists (NASP), which is the highest distinction offered by the association.

Graduates are prepared for the ethical provision of professional psychological services to children and families in school settings (public and private), school-based health centers, clinics, and hospitals.

At present, individuals without a master's degree who wish to enroll in the School Psychology Certification Program must also be concurrently enrolled in the MA Program in Clinical Psychology (Child/Adolescent Psychology Concentration) and the Credential in School Psychology (CERT). Applicants with a prior master's degree in a closely related child/adolescent developmental or school-based field may apply to the certification program only should pre-requisites be met (please see the *Respecialization in School Psychology* section below).

B. Competencies

Consistent with the expectation of national recognition, the School Psychology Certification Program adheres to and promotes the 10 NASP domains of competency, as described in *Standards for Training and Field Placement Programs in School Psychology (2020)*. These domains focus on:

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Intervention

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Full articulation of these domains of training and practice as related to our program curricula is detailed in the School Psychology Program Curricula by NASP Standards (2020) (contact the School Psychology Certification Director for additional information).

C. Curriculum

Students must complete 65 credits, including the following 7 requirements:

1. Educational Foundations/School Psychology Practice & Development

Complete the following 4 courses for 12 credits:

PSYC 506	Multicultural Psychology
PSYC 661	Introduction to School Psychology
PSYC 678	Ethics and Professional Issues in Psychology
ELAD 670	Educational Leadership

2. Education of Students with Disabilities

Complete 2 courses from the following list for 6 credits:

SPED 579 Special Education for Students with Disabilities

AND

SPED 567 Instructional Planning for Students with Disabilities in Inclusive Settings I

OR

SPED 568 Instructional Planning for Students with Disabilities in Inclusive Settings II

3. Assessment, Intervention, Research

Complete the following 10 courses for 30 credits:

PSYC 510	Research Methods in Psychology
PSYC 521	Statistics and Measurement for School and Applied Settings
PSYC 574	Cognitive Assessment
PSYC 575	Clinical Assessment
PSYC 594	School-Based Interventions
PSYC 601	Behavioral Assessment and Intervention
PSYC 615	School Psychologists' Role in Crisis Prevention
PSYC 659	Academic Assessment and Intervention
PSYC 668	Consultation Methods in Psychoeducational Settings
PSYC 679	Family Systems and Therapy

4. Human Behavioral Development

Complete the following 3 courses for 9 credits:

PSYC 561 Developmental Psychology

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PSYC 565	Developmental Psychopathology
PSYC 573	Behavioral Neuroscience

5. Additional Required Courses

Complete the following 2 courses for 2 credits:

PSYC 577	Practicum in Psychoeducational Assessment I (1 credit)
PSYC 579	Practicum in Psychoeducational Assessment II (1 credit)

6. Practicum Hours

Complete closely supervised on-campus and field-based activities of distinct professional skills through courses below. A minimum of 300 practicum hours MUST be completed as part of the following courses:

PSYC 574	Cognitive Assessment
PSYC 575	Clinical Assessment
PSYC 577	Practicum in Psychoeducational Assessment I
PSYC 579	Practicum in Psychoeducational Assessment II
PSYC 594	School-Based Interventions
PSYC 601	Behavioral Assessment and Intervention
PSYC 668	Consultation Methods in Psychoeducational Settings
PSYC 661	Introduction to School Psychology
PSYC 672	Academic Assessment and Intervention

7. Externship (1,200 hours)

Complete the following courses for 6 credits:

PSYC 662	Externship in School Psychology (Fall)
PSYC 662	Externship in School Psychology (Spring)

Note: All courses above are 3 credits, except for PSYC 577 and PSYC 579 (both 1 credit apiece)

D. Course Sequence

Students typically complete the certification program in three years of full-time study, with the final year being a full-time externship. Please note that students must complete all coursework and practicum hours prior to enrolling in PSYC 662, Externship in School Psychology.

An example of a full-time coursework program for students can be found in Appendix C.

E. Field Placements

Field placements, including practicum and externship experiences, allow students to apply domain knowledge to practical situations in order to develop the skills necessary to function as a professional school psychologist. All experiences are structured in educational settings under appropriate university and field supervision where possible. Students typically participate in both field-based and University-based clinical experiences in every semester of the program, culminating in the full-year externship experience in their final year.

1. Practicum Requirements

Practica experiences are interwoven throughout training via a sequence of field experiences designed to increase in difficulty, ultimately preparing students (called “trainees” throughout the rest of this section to distinguish them from the “students” who may be their clients during field experiences in schools) for their externship responsibilities. Throughout their practicum experiences, trainees are evaluated by both site supervisors and professors. Through course-embedded evaluations for each practicum experience, trainees are also able to assess their progress and gain confidence with the skills they are learning.

Each practicum is connected to a specific course (see Appendix C). Trainees must complete at least 45 logged hours in each course aligned with a practicum as they engage in a variety of tasks, including shadowing a school psychologist, conducting cognitive, social/emotional, and academic assessments, providing consultation to teachers, and delivering interventions, including individual counseling, group counseling, behavioral modification, and academic interventions, and any other relevant activity deemed appropriate for learning and accrual of experience. Trainees have an on-site supervisor as well as a university-based supervisor (i.e., the course instructor) aligned with each course, both of whom appraise trainee competencies via assignment and professional comportment rubrics.

2. Foundational Experience

Upon entering the program, trainees enroll in Introduction to School Psychology (PSYC 661). In conjunction with this course, they participate in a minimum of 60 hours of school experience to the extent possible. This placement is the equivalent of one day per week in a school during the initial fall semester. Trainees gain knowledge of critical concepts dealing with the roles and functions of a school psychologist. During this course, trainees gain a comprehensive understanding of how school psychologists’ function in collaboration with administrators, teachers, families, and communities. Trainees are expected to gain a well-rounded knowledge of assessment and intervention strategies, instructional assessment and intervention, and elements of an Individualized Education Plan. Although the trainee’s initial role in this practicum setting is as an

observer, in that they acquire knowledge, they may work more collaboratively with the supervising school psychologist at the appropriate level of skill.

3. Field-Based Assessment, Consultation, and Intervention Practica

Assessment courses are completed sequentially. These include Cognitive Assessment (PSYC 574), Clinical Assessment (PSYC 575), Academic Assessment and Intervention (PSYC 672), and Behavioral Assessment and Intervention (PSYC 601). Trainees enrolled in Behavioral Assessment and Intervention (PSYC 601) are expected to conduct functional behavior assessments in school-based placements where possible. Additional practicum experiences are required during School-Based Interventions (PSYC 594) and Consultation Methods in Psychoeducational Settings (PSYC 668), during which trainees' complete case-centered consultations in an educational setting and record their consultations. Through close collaboration with a teacher and school psychologist, students have an opportunity to improve a child's educational experience via indirect behavioral or instructional interventions. Process issues, such as working as a team member, effective consultation strategies, and the importance of dialogue with teachers, are emphasized in class. Combined, practicum courses provide trainees with valuable knowledge of direct and indirect intervention strategies that serve as a benefit to the student involved in the case. In addition, they serve as an effective prevention strategy by developing skills to work with future students on their caseloads.

4. University-Based Psychoeducational Assessment Practicum

Typically, in their second full year of the program, trainees participate in a full-year practicum at the Psychoeducational Services Clinic (PSC), located at the MSU Center for Clinical Services. Students participating in this experience, which requires enrollment in Practicum in Assessment I (PSYC 577) in the fall semester and Practicum in Assessment II (PSYC 579) in the spring semester, are supervised as they conduct psychoeducational assessments and intervention consultations for clients from the community. Supervision is provided by university faculty members. Trainees typically work with a classmate in pairs or quads to conduct intake planning, intake interviews, assessment planning, assessments, school observations, consultation with parents and professionals, staffing, feedback conferences, recommendation of evidence-based interventions, report writing, and outcome evaluations. Trainees are expected to meet after each stage of the process with their faculty supervisors, as well as meet regularly with their teammates to collaborate and share assessment information and diagnostic impressions prior to drafting evaluation reports.

5. Externship in School Psychology

During their final year in the program, trainees enroll in Externship in School Psychology (PSYC 662), which serves as the culminating capstone experience of the program. Please note that the state of New Jersey uses the term “externship,” in contrast to other states and organizations which refer to it as an “internship.” Trainees are required to complete a **1200-hour**, full-time externship experience. A written contract is negotiated between the field-based supervisor and the extern, with opportunities for the Program Director and Field Placement Coordinator to make comments and suggestions. As noted in the contract, which can be found in the Modules section of the program’s Canvas community, field-based supervision is supplemented by additional supervision by the university faculty member serving as the instructor for PSYC 662 during each semester.

While externs are required to complete 1200 hours of externship, at least 600 hours must be in a public-school setting. The additional 600 hours may be in a non-public school setting or other sites relevant to the practice of school psychology, such as a clinic or hospital with the appropriate, licensed supervision. In addition, externs attend a weekly seminar on campus, which meets over the full academic year from September through June.

An externship requires a commitment from both the administration and the staff of the employing school system. The Director of the School Psychology Certification Program must approve all externship sites. Externships must satisfy the following conditions:

- a. Externs are given the opportunity to complete the required 1200 hours of training over one academic school year. This requirement is documented in the externship contract. Both the extern and the employing school system must enter into a written contract that outlines these conditions
- b. Ensures sufficient exposure to a varied student population with a wide range of educational, psychological, and behavioral difficulties from culturally and socioeconomically diverse backgrounds
- c. Externs receive direct (face-to-face) supervision for a minimum of two hours per week by a state- credentialed school psychologist or an appropriately credentialed psychologist in a non-school setting. Field-based supervisors should not be responsible for more than two externs at the same time
- d. Externs must be given the opportunity to participate in relevant professional development activities including, but not limited to, attending an annual conference of a professional school psychology association
- e. Must provide access to adequate office, clerical, and professional supplies, as well as to equipment essential to work effectively as a school psychology extern

6. Externship Objectives

The School Psychology Certification Program has outlined general objectives for the school psychology externship. Externs will:

- a. Demonstrate knowledge of school systems, organization, and administrative structure
- b. Show effective communication and consultation skills with a variety of educational stakeholders
- c. Become familiar with the roles and functions of a school psychologist (as well as the roles of other multi-disciplinary team members) in both educational and noneducational placements
- d. Display skills in psychological, educational, and behavioral assessment, as well as related intervention strategies
- e. Demonstrate effective individual and group counseling skills
- f. Exhibit knowledge of, and the ability to utilize, community resources
- g. Display the ability to act as a liaison between the school, community, and home
- h. Effectively interact with a diverse range of school personnel, children, and community members
- i. Engage in research relevant to the field of school psychology with the ability to provide in-service training within the externship placement
- j. Express an awareness of ethical, legal, and professional issues in school psychology
- k. Appropriately implement information technology related to the delivery of school psychology services

7. Field Placement Evaluation

Trainees are required to log their practicum hours and appropriately code the activity experienced in their placements. They are also evaluated at the conclusion of each school-based practicum experience to determine the appropriateness of proceeding to the next level of training.

Multiple methods are used to evaluate performance progress during the externship. Both formative and summative assessments, along with assessment procedures, are detailed in a separate handbook (Montclair State University School Psychology Externship Manual). Overall, school psychology externs are evaluated twice per year during their externship experience to monitor their professional work characteristics, sensitivity to diversity, and performance-based progress.

F. Respecialization in School Psychology

Respecialization allows an individual with graduate preparation in a related field to expand upon their current knowledge and skills through formal school psychology programming and training in order to be eligible for certification as a school psychologist.

The School Psychology Certification Program at MSU (SPP) receives requests from holders of Master's Degrees who are interested in obtaining certification as school psychologists in New Jersey. Professionals already holding a graduate degree in school-based related fields (i.e., educational psychology, developmental psychology, special education, speech-language pathology, clinical psychology child/adolescent, social work, counseling psychology, etc.) seeking graduate preparation and credentialing as school psychologists through respecialization bolster the program's wider aim to address the current shortage of school psychologists. As such, the program seeks to work closely with such professionals in the process of respecialization.

To begin the process, holders of a Master's Degree in a related field are advised to have the New Jersey Department of Education (NJDOE) conduct a transcript analysis through their New Jersey Educator Certification System (<https://njdoe.my.site.com/manage/s/>) to determine where school psychology credits are deficient and submit the resultant audit report as a supplemental document along with their application to the School Psychology Certification Program at MSU. Based on this report, it is possible that applicants will not meet the requisite criteria to qualify for acceptance to only the School Psychology Certification Program and will thus be required to complete the MA (Child/Adolescent Concentration) + SPP program. From there, a targeted program of studies can be developed upon acceptance.

G. Additional Requirements

As part of the School Psychology Certification Program, trainees must also satisfy several additional requirements.

- 1. Professional Development Series (PDS):** Students must show evidence of attendance at PDS events throughout their time in the program in the form of program-generated Certificates of Completion. Please see the subsection describing the PDS in the Student Involvement section below.
- 2. Professional Performance-Based ePortfolio:** All students in their externship year prepare a Professional Performance-Based ePortfolio. This portfolio includes an Assessment Case

Study, an Intervention (direct or indirect) Case Study, a Research Project, a resume, and a personal statement. The portfolios will be reviewed and must provide evidence of competency in across all 10 NASP domains (NASP, 2020).

3. **PRAXIS Examination:** All students are required to pass the PRAXIS II (specialty) exam in School Psychology prior to the completion of the externship year. Their scores must be reported to Montclair State University and to the Director of the School Psychology Certification Program and are a requirement for the attainment of the National Certification in School Psychology. Registration information can be obtained from the Educational Testing Service (ETS) at (609) 771-7395 or ets.org/praxis. Other information is available at nasponline.org.
4. **Student Professional Demeanor:** Responsible training for work in school and mental health settings requires that students display appropriate professional demeanor in addition to meeting academic requirements. Students will be evaluated regularly to determine whether they are progressing satisfactorily in the program and meeting expectations in terms of GPA and professional demeanor across settings. Professional demeanor includes, but is not limited to: communication skills with faculty/instructors, site supervisors, staff, and peers, respect for human diversity, professional judgment, and ethical conduct. In addition, students are expected to demonstrate sensitivity to client issues, proficiency in handling data, and effective management of challenges or adjustment difficulties. At the end of each semester, the core program faculty will evaluate each student's suitability for continuation in the program, taking into account information from all sources across the program and applied settings.

VI. ADVISING AND EVALUATION ACROSS CLINICAL/SCHOOL PROGRAMS

A. Advising Procedures

All graduate students are assigned a faculty advisor upon their first semester. All core faculty serve as advisors. When possible, students are matched to advisors from among faculty in their major areas of study (child/adolescent, school, and forensic psychology). A student can locate the name of their faculty advisor by checking DegreeWorks.

The faculty advisor should be a student's first point of contact for all program-related issues that they may experience, *with the exception of academic concerns related to particular classes* (see below). Possible issues and topics include:

- a. Desired changes to a coursework program or concentration (*of note: these changes will need final approval by the Concentration Head and the Program Director*)
- b. How to obtain a permit to enroll in a particular course (e.g., if it is closed)
- c. Review of performance and progress in the program
- d. Strategies for addressing challenges encountered in coursework
- e. Follow-up on student review decisions

- f. Possible clinical and research opportunities
- g. Development of professional goals
- h. Resources to facilitate work/educational opportunities post-graduation
- i. Feedback and guidance for preparing application materials (e.g., CV, cover letter) and interviewing for various opportunities

Generally, for academic program concerns related to a particular course, a student should attempt to first resolve issues with the individual faculty member. If the problem remains unresolved, a student should speak with their faculty advisor. If, after speaking with the faculty advisor, a student still has concerns about a particular issue, the student and/or their advisor should consult with the specific Concentration Head. If concerns persist, the student should set up a meeting with their faculty advisor/concentration head and/or the Director(s) of the Clinical Psychology MA/School Psychology Program. Should the situation not be resolved at this level, a meeting with the Department Chair may need to be initiated.

B. Interacting with Your Advisor

[Adapted from: University of Washington, College of Education. [*Graduate Students: Working with Your Faculty Adviser / UW College of Education*](#)]

Establishing a positive and productive relationship with your faculty advisor is a critical step in achieving graduate school success. You can begin this relationship by planning your first meeting(s) ahead of time (at the beginning of the semester) so that you discuss the topics that are important to you. Use the following checklist for self-reflection and to plan initial meetings with your advisor in light of what you identify as your goals and expectations for graduate school.

1. Prior to the First Meeting

- a. **Make an initial appointment for your first meeting.** Emails usually work best and should be sent about two weeks ahead of time. You can email them through our Canvas program community (using Inbox), via their MSU email, or their individual scheduling site (should they have one). Suggest days and times you are available, providing your maximum availability. If you are available to meet during your advisor's office hours, indicate this in your email. Faculty pages on the MSU website typically list faculty office hours. Reply to your advisor promptly
- b. **Prepare an agenda.** This should contain a list of objectives for the meeting and questions you plan to ask. Please attach this agenda to your initial email, along with writing one or two sentences describing your main objectives for the meeting, and bring an updated Work Plan to your appointment for reference
- c. **Develop your goals for your graduate training and beyond.** Your advisor may inquire about what you want to accomplish during your time at MSU, as well as

your short-term and long-term professional goals after graduation. Therefore, it is important for you to have considered these questions ahead of time so you can have a productive meeting.

2. The First Meeting

- a. There are many possible topics that could be discussed during your first meeting with your advisor. Given that this first meeting is likely to last about 30 minutes, consider which topics are most important for establishing a positive and productive advising relationship, knowing that you will have the opportunity for follow-up meetings.
- b. One topic that should be prioritized in the first meeting is discussing your coursework program. This involves reviewing your degree audit via Degree Works, the recommended course sequence, and possible factors that may warrant modifications to your course sequence
- c. Share your goals with your advisor. Your advisor may provide feedback to help shape your goals, and you and your advisor may discuss ideas that can help you achieve them. Examples might include gaining relevant clinical and research experiences
- d. You might consider making your advisor aware of any personal issues that may influence your progress toward completing your degree. These may include work obligations, family circumstances, etc
- e. Ask your advisor what structure they prefer for future discussion and review of your goals and progress throughout the program.

3. After the First Meeting

- a. We recommend that you draft an action plan that contains a list of short-term and long-term goals, along with specific steps you can take for achieving them.
- b. Because your goals are likely to change over the course of your graduate training, expect that you will continually revise your action plan too.
- c. Ultimately, remember that your advisor has many things on their plate (e.g., other advisees, courses to plan, research to conduct, meetings to attend, etc.), so the following tips may be helpful in maintaining a successful advising experience:
 - Use the subject line of your email to catch your advisor's attention (e.g., "Advising Appointment Request – Jamie Smith")
 - If your advisor does not reply within 7-10 days, send a follow-up email. If you still do not hear back, contact gradclinical@montclair.edu or find

someone who can assist you temporarily. Alternatively, you can always stop by during your advisor's walk-in office hours.

- Arrive on time and prepared for your advising meetings. Have a list of questions prepared. This will show your advisor that you appreciate their time and are serious about your graduate training.

C. Switching Advisors

Although most students maintain the same advisor, students who wish to switch advisors should contact gradclinical@montclair.edu.

D. Evaluation and Remediation Procedures

Student performance and progress are reviewed by the program every semester. This involves consideration of a range of sources of evaluative information, including faculty observations, course grades, and performance ratings by field placement supervisors (e.g., while completing an externship). Faculty/instructors utilize all such sources of information in their regular evaluation and/or advising of students, as well as for the development of a specific remediation plan for students who demonstrate insufficient relevant knowledge and professionalism in competency areas considering their level of training.

Coursework Concerns

Should a student be identified as performing below expectation in any course, instructors will use an electronic performance rubric (please see Appendix D and E; this will be made available for students to view each semester) as early as challenges are identified, so that an appropriate remediation plan can be implemented as warranted. The instructor will review the completed rubric with the student, which will be sent to the student's faculty advisor, and the Program Director. Students whose performance indicators are not satisfactorily remediated by the target set forth by the remediation plan may be subject to further action, up to and including a recommendation to The Graduate School for dismissal.

Additional Programmatic Concerns

Certain circumstances may result in an unsatisfactory evaluation and warrant a conference with the student's faculty advisor, the Concentration Head, and/or the Program Director in order to develop a remediation plan. Examples of circumstances prompting a remediation plan include, but are not limited to, the following:

1. A student is placed on probation by The Graduate School
2. The student receives a final grade of C+ or below in any of their courses**
3. Program faculty/instructors, advisors, and/or field supervisors have communicated verifiable concerns on program-specific electronic performance rubrics to the student regarding any aspect of the following:
 - a. The student's general readiness for practicum, externship, or internship.

- b. The student's professional demeanor (e.g., interaction between faculty/instructors, staff, and peers; timeliness in assignments, etc.)
- c. The student's attendance record
- d. The student's grades on course assignments

The program determines the parameters of remediation plans for students whose performance warrants such an intervention. If a remediation plan is needed, the student and their faculty advisor, instructors, Concentration Head, and/or the Program Director meet monthly to identify a course of action, which may include, but is not limited to, the following:

- 1. Making up missing coursework
- 2. Repeating a particular assignment and/or training experience (e.g., a course or externship/practicum/internship)
- 3. Increasing supervision or modifying field work experience in collaboration with their field supervisors
- 4. Modifying the student's work plan to reduce courses per semester or add courses as needed
- 5. Encouraging student to seek a leave of absence

****Students who earn a C+ or below the first time in any course at any point in the program's sequence must retake that course. However, the opportunity to retake any course will only be permitted one time within the program's trajectory. Additionally, there may be instances in which the course that has to be retaken will not be offered in the following semester. Therefore, once a "retake protocol" is initiated, a remediation plan with an updated timeline and course work plan will be provided to the student under guidance of their faculty advisor and Program Director. For the MA+ School Psychology Certification program, during the "retake protocol," students are not permitted to take courses bearing practicum hours until the course grade is remediated. Overall, students should be aware that needing to retake any course will incur an additional financial responsibility and likely delay their standing in the program, the start of their externship/practicum/internship, and graduation.**

The student and their advisor, Concentration Head, and/or Program Director will document the remediation plan, which will specify the date by which the remediation plan must be satisfactorily completed. The advisor, if developing the remediation plan, will forward it to the Concentration Head and Program Director, for review and approval. After the remediation plan deadline, the student's progress toward satisfying the conditions of the remediation plan will be re-evaluated by the advisor in consultation with the Concentration Head and Program Director. The Program Director will notify the student whether they have satisfied the conditions of the remediation plan in writing. Depending on the student's progress toward satisfactorily completing the remediation plan, there are three possible outcomes:

- 1. Determination that the original concerns about the student's performance (knowledge and competencies) have substantially decreased. The student is permitted to continue in the program per their original work plan.
- 2. Modification of the remediation plan.
- 3. Recommendation to The Graduate School for dismissal of the student from the program for non-responsiveness to remediation within a reasonable amount of time.

VII. STUDENT INVOLVEMENT

A graduate degree is more than courses and an externship. Your time in the program should be focused on developing your identity as a professional. To accomplish this, we want our students to get involved and take advantage of opportunities in the Psychology Department, the University, Montclair and surrounding communities, and regional and national professional organizations. The following are some ways in which you can get involved, including communicating with your classmates and professors, attending program-wide events, joining student organizations, and pursuing research ideas and collaboration with faculty.

A. Canvas Community

Canvas is MSU's campus-wide online learning platform. In addition to using Canvas for coursework, faculty and students use Canvas as a forum for communicating within our graduate program. At the beginning of your first semester, you will be enrolled automatically in the *Clinical and School Psychology Program Canvas Community*.

To access the Canvas community:

1. Go to <https://montclair.instructure.com/>
2. Log in to the portal with your MSU NetID and password.
3. On the left sidebar, click on the icon labeled *Courses*.
4. Under the *Courses* menu, click on the tab labeled *Clinical and School Psychology Graduate Programs*. This will bring you to the main page of the program's Canvas community.
5. Please ensure your notifications are enabled so you do not miss anything we post:
<https://www.montclair.edu/canvas/students/personalizing-your-experience/>

The program's Canvas community contains important program-related documents, announcements, and other pertinent information. Program faculty and students most often use the following Canvas features:

1. **Announcements:** where students receive information and updates related to program issues and upcoming events. *Please be sure to turn on your notification settings so that a message will be sent to your email address alerting you when new announcements are posted.*
2. **Inbox:** where you may receive/send emails from/to faculty and students
3. **Modules:** where students can access important program-related documents
4. **Pages:** where students can access other important program-related information
5. **Sections:** the community contains separate sections for students by their respective programs/concentrations (Clinical Child, School, and Clinical Forensic). This feature allows the faculty to send email messages (via Canvas Inbox) to students within their particular area/section.

If you would like to post an announcement on the Canvas community, please contact gradclinical@montclair.edu. Please provide the title, content, and intended audience of the post (e.g., school psychology students only). Pending approval, it will be posted in the appropriate forum.

B. Professional Development Seminar Series (PDSS) Workshops

The PDSS Workshops are designed to provide MA-level students across disciplines in Psychology, including Child/Adolescent and Forensic Concentrations, as well as School Psychology, with opportunities to build professional skills (e.g., application and interview preparation, research presentation skills, learning about fields in psychology/job opportunities for MA-level graduates, etc.) and network with peers, specialists, and other experts in the various fields of psychology.

Speakers may include internal and external faculty members, researchers, clinicians, and representatives from community mental health agencies.

Students are strongly encouraged to attend these monthly events and sign in to verify their attendance. One of the benefits of PDSS meetings is the opportunity to promote communication among our students, faculty, and outside presenters on important skillsets and current issues in the field

C. Psychoeducational Services Clinic (PSC)

The [PSC](#) serves as the on-campus, faculty-supervised training site for students in the Psychology Department's clinical training programs. Although originally founded in January 2013, the PSC is in many ways a continuation of the MSU Assessment Center that was established over 30 years ago. Under the supervision of doctoral-level supervisors, students in the school psychology certification program conduct psychological assessment and interventions, as well as psychoeducational evaluations for children, adolescents, and adults.

In January 2016, the PSC moved to its current location in the [MSU Center for Clinical Services \(CCS\)](#), a newly constructed building located off the main campus and accessed easily by clients, students, and faculty. The CCS is a 25,000-square-foot facility with 24 assessment/treatment rooms and ten faculty offices. Assessment/treatment rooms include state-of-the-art technology that allows supervisors and students in the school psychology certification program to directly observe casework in real-time. Clinical activities in these rooms can be monitored at any hardwired faculty computer station in the building. Moreover, our observation software allows faculty to record client sessions in order to provide detailed feedback to students. A full-time technology representative is available on-site to assist faculty and students as necessary. The design of the CCS is compliant with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

D. Student Committees

TBD

E. Research Labs

All students are encouraged to seek out research opportunities during their time in the program; the earlier, the better (initiate contact with faculty before the start of the first semester). Research experience is also important for gaining admission into doctoral programs, and so students in our MA programs with this aspiration are especially encouraged to apply to join a research lab early in their training. Please visit the [Psychology Department website](#) for more information about research labs and faculty research interests.

F. Professional Organizations

Students are encouraged to hold membership in one or more professional organizations. Most professional organizations offer student memberships at discounted rates. Organizational memberships typically provide access to resources and affiliated publications, networking and mentorship opportunities, scholarship/funding opportunities, and discounted conference registration rates.

The following organizations may be of interest to students:

1. American Psychological Association (APA)

[APA](#) is the largest scientific and professional organization representing psychology in the United States. It offers a graduate student affiliate membership. In addition to joining the APA, students also can become members of various divisions. Division memberships may afford additional benefits. Divisions of interest may include:

[Division 12](#): Society of Clinical Psychology

[Division 16](#): School Psychology

[Division 41](#): American Psychology-Law Society

[Division 53](#): Society of Clinical Child and Adolescent Psychology

2. National Association of School Psychologists (NASP)

[NASP](#) is the world's largest organization of school psychologists. It represents professionals and graduate students throughout the United States and 25 other countries. NASP offers a graduate student membership.

3. Association for Behavioral and Cognitive Therapies (ABCT)

[ABCT](#) is a leading interdisciplinary organization for clinical psychologists, psychiatrists, researchers, students, and other professionals committed to advancing a scientific approach to understanding and treating problems of emotional and behavioral health. ABCT members have traditionally included those who support, use, and/or disseminate behavioral and cognitive approaches. ABCT offers a student membership, and graduate students often attend and present at ABCT's annual conference each November.

4. Eastern Psychological Association (EPA)

[EPA](#) was founded in 1896 and is the oldest regional psychological association in the United States. Based in the Northeast, its annual meeting is one of the more accessible conferences for MSU students, thus providing students in our programs with the opportunity to attend and present their research at a relatively low cost. EPA similarly offers a relatively affordable student membership.

5. New Jersey Association of School Psychologists (NJASP)

[NJASP](#) is a professional association for school psychologists and graduate students who work, attend school, or live in New Jersey. NJASP offers a discounted student membership. It holds professional conferences in the winter and spring of each academic year at various locations throughout NJ.

6. New Jersey Psychology Association (NJPA)

[NJPA](#) represents New Jersey practitioners, researchers, and students in all areas of professional psychology. It offers a student membership.

G. Travel Awards

Depending on the annual budgets of the Psychology Department, CHSS, and The Graduate School, travel awards may be available to eligible graduate students who plan to attend a professional conference as an author or presenter on a paper, poster, or workshop presentation. Students do not need to be the first author on the project, but must provide evidence of attending in a scholarly capacity. Interested students should contact Ms. Maureen Corbeski at corbeskim@mail.montclair.edu for information about the application process.

VIII. STUDENT RESOURCES

A. About Montclair

Montclair is a township in Essex County, New Jersey, located only 14 miles from New York City. Montclair's proximity to NYC makes it an attractive suburb for commuters, and several

public transportation options make the town (and the MSU campus) accessible for students, whether living on or off campus in Montclair or elsewhere in New Jersey or New York. Several NJ Transit bus lines serve Montclair and have stops on the MSU campus. A NJ Transit commuter rail line (the Montclair-Boonton Line) runs through Montclair and serves the MSU campus via two campus train stations, Montclair Heights (on Normal Avenue) and Montclair State University (on Clove Road). Montclair is also 13 miles from Newark Liberty International Airport.

In addition, Montclair is noted for its historic architecture and parks, as well as its lively arts, shopping, and restaurant scene in both downtown Montclair and in a smaller area north of downtown known as Upper Montclair.

B. Student Housing

Campus housing is available for graduate students. Further information can be found by visiting the following website: [Housing](#).

C. New Student Checklist

New students are strongly encouraged to review the New Student Checklist on the website of The Graduate School for steps to take upon deciding to enroll at MSU ([Graduate School-New Student Checklist](#)). The checklist provides important information that will help you get started at MSU, including how to obtain an email address and NetID, apply for financial aid and student health insurance, obtain a parking permit, and pay your term bill.

D. Student Workspaces and Computing Facilities

Students may access the internet on campus by connecting to the MSU-Secure wireless network with their NetID and password. Instructions for accessing the network are located on the [IT website](#). Various workspaces for students are located in many campus buildings. Popular spots for students to work with their own laptops are located in the Center for Clinical Services, Feliciano School of Business, University Hall, Sprague Library, and Dickson Hall. Computer lab facilities for student use are available on the fifth floor of University Hall. The Center for Clinical Services also has a computer lab intended for use by students who are working in one of its clinics. Students should be aware of the hours of operation of these buildings.

E. Printing and Copying

MSU students receive an annual allowance of \$40 for printing and copying. Further information about campus printing services, including locations with printing capabilities, can be found by visiting the website of the [MSU Office of Information Technology](#).

F. Technology Support

Students may request assistance with MSU-owned computers by contacting the [University Help Desk](#) (5th floor of University Hall).

G. Shuttle Services

Various shuttles provide free transportation around campus for MSU students. Shuttles stop at campus locations convenient for our students, including University Hall (close to Dickson Hall), Lot 60 (close to the Center for Clinical Services), Red Hawk Parking Deck, CarParc Diem Garage, and the Montclair State University NJ Transit Train Station. Further information about shuttle services can be found by visiting the website of [University Facilities](#).

H. Student Services

MSU provides academic and student-centered services to support and enhance students' experiences during their enrollment. Some services used by our students are described below:

1. [Center for Career Services](#)

Provides resources and support designed to advance student career development through the job search process. The Center for Career Services can provide assistance with career advising, networking, job search strategies, application materials, and interviewing.

2. [Center for Writing Excellence](#)

Offers individual and group conferences with experienced writing consultants to assist with all stages of the writing process. Also, the Center for Writing Excellence is a resource for the preparation of curriculum vitae and cover letters.

3. [Disability Resource Center](#)

Coordinates academic support and accommodations, in compliance with Section 504 of the Rehabilitation Act of 1973, to provide access to academic programs for students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities. Of note, students requesting accommodations to complete assignments and course requirements are encouraged to meet with the instructor as early in the semester as possible to identify and plan specific accommodations. Students will be asked to provide documentation to the MSU Disability Resource Center (DRC), which provides professors communications outlining individual eligibilities for specific accommodations that students will be able to access. The DRC can be reached at 973-655-5431; for general inquiries, email: drc@montclair.edu.

IX. FINANCIAL INFORMATION

A. Tuition and Fees

Information about tuition and fees for graduate students at Montclair State can be found on the website of [Student Accounts](#).

B. Financial Aid

For financial aid purposes, graduate students are considered full time when enrolled in 6 credits per semester, or in 1 or more credit(s) of Dissertation Advisement/Extension or Thesis/Extension. Half-time status is three credits per semester. For more information, please review *The Graduate School Policy Manual*: [TGS Policy Manual \(Section II & IV\)](#)

For additional information about financial aid and loans, please visit the [Financial Aid Office](#).

C. Assistantships

Each year, the Psychology Department offers a very limited number of graduate and teaching assistantships to qualified incoming MA students. Applicants who would like to be considered for an assistantship are asked to indicate this on their admissions applications. Typically, assistantship awards are determined by the end of May and based on a combination of factors, including GPA (prior to entering MSU), GRE General Test scores (if submitted), prior research experience, and other factors obtained from the application.

Graduate assistantships require students to work a specific number of hours per week as a Research Assistant for a faculty member. Responsibilities typically focus on assisting the faculty member with his/her research program. Teaching assistantships also require a specific number of hours per week. Responsibilities may include, but are not limited to: helping the course instructor with attendance, grading, and exam proctoring, as well as holding additional office hours for students. Specific information regarding compensation packages and requirements for assistantships are reviewed in detail following selection and confirmation of the position. For an overview on graduate assistantships, please review the following website: [Assistantships Overview](#).

D. Establishing Residency

To qualify for in-state tuition at the start of enrollment at Montclair State, students must have resided in New Jersey for at least one year. Please visit [Student Accounts](#) for additional information, including the documentation considered as evidence of residency and the process for obtaining residency status.

E. Health Insurance

Full-time (defined as a minimum of nine billable credits) students are required by MSU to carry health insurance and will be automatically enrolled in MSU's health insurance plan. Per the policy, students who are already covered by another health insurance policy must actively opt-out of the MSU health insurance plan by the established deadline in order to prevent being billed by Student Accounts. For more detailed information regarding health insurance requirements, please review *The Graduate School Policy Manual* ([TGS Policy Manual](#)), and visit the [University Health Center](#) website.

X. PROGRAM AND UNIVERSITY POLICIES

Important information about general MSU policies relevant to the Psychology Department's clinical training programs come from:

1. Graduate Programs in Psychology website: [Graduate Programs – Psychology - Montclair State University](#)
2. *The Graduate School Policy Manual*: [TGS Policy Manual](#)

Note that the latter document is regularly updated and reissued by The Graduate School. Students are expected to adhere to the current version of *The Graduate School Policy Manual*.

What follows is only a summary of important information from these sources relevant to the Psychology Department's clinical training programs. This information is synthesized with additional Psychology Department-specific policies. Please refer to the source documents for more detailed information.

A. Registration

The Internet gateway that all MSU students use to register for courses is called *NEST* (Network Engagement and Student/Staff Transactions). For additional information, please refer to The Graduate School's [How to Register Page](#) and [Frequently Asked Questions – Red Hawk Central - Montclair State University](#) for NEST registration.

1. Registration Procedures

Students should refer to Section III of *The Graduate School Policy Manual*, for more specific information regarding registration policies and procedures that must be followed: [TGS Policy Manual](#).

2. Full-Time and Part-Time Status

Detailed information about matriculation and credit requirements can be found in Sections II and IV of *The Graduate School Policy Manual*: [TGS Policy Manual](#)

Briefly, full-time status is at least 9 credits per semester, but no more than 16 credits of coursework each semester. Approvals are required to register for beyond the allowable maximum semester hour load.

3. Adding/Dropping Courses

Students are responsible for adding and withdrawing from courses on their own and following add/drop policies. For additional information, please refer to the [Registrar's Office](#).

Graduate students must register for continuous matriculation (see Section II.E. of *The Graduate School Policy Manual*) and/or request a leave of absence (Section II. D. of *The Graduate School Policy Manual*) by the end of this period. For more information regarding matriculation status, please review *The Graduate Policy Manual* here: [TGS Policy Manual](#).

B. Permits

When attempting to register, you may find that particular courses are closed to registration because they are fully enrolled or have another type of restriction. Therefore, you may request a “permit” to register for the course by completing an online form via the following link: https://montclair.col.qualtrics.com/jfe/form/SV_56Jm71GUOWMko3r

Here you will be asked to provide the following information:

1. Your name and CWID
2. MSU e-mail
3. Affiliated Graduate Program
4. Semester
5. The course name and number
6. The course CRN
7. Indicate whether course is required for current term
8. Indicate whether there are any open sections
9. Reason for permit

You will always be able to register for a course (or receive a permit if needed) if the course is listed on your coursework program for that particular semester. However, you are not guaranteed a particular section of the course if multiple sections of the course are offered in the given semester. If you prefer to register for one section over another, please explain why in the online form requesting the permit (e.g., if you wish to register for a particular section due to a scheduling conflict with a different section).

C. Holds

As per Section II of *The Graduate School Policy Manual*, if a student fails to register for any credits or continuous-matriculation course, during the fall or spring term, they will receive a registration hold on their account. For more specific information regarding the policy for registration holds can be found here: [TGS Policy Manual](#).

There are many other types of holds that can be reviewed here: [Registrar-Holds](#). Contact the department that placed them on your account directly to inquire about and address any holds. You can also contact the Red Hawk Central 973-655-7600 or redhawkcentral@montclair.edu to understand what is required of you.

D. Grading Policy

As per Section V of *The Graduate School Policy Manual*, available grades are A, A-, B+, B, B-, C+, C, C-, F, IN (Incomplete), IP (In Progress), NC (No Credit), and AU (Audit). “D” grades are not available for graduate students. Pass/fail grades are also generally unavailable for graduate courses, except for a few exceptions. GPA is based on all the courses in the program of study; prerequisite courses and courses transferred from other institutions are not included in the GPA calculation.

E. Incomplete Grades

As per Section V of *The Graduate School Policy Manual*, the grade of “Incomplete” (IN) is utilized at an instructor’s/professor’s discretion, and indicates that a final grade is being withheld until the student completes the required work as set forth by the instructor/professor in the Contract for an Incomplete Grade form. The student must initiate the request no later than the last day of class. Please review *The Graduate School Policy Manual* (Section V.B.) for the required dates students with IN-grades must complete their work. However, if there is a reason to extend the deadline, a student can request/initiate an extension of the deadline for an IN-grade removal by submitting the Request of Extension of an Incomplete Grade form to the Office of the Registrar with their instructor/professor and advisor.

F. Grievances and Concerns

The grade grievance process begins with attempts to informally resolve the dispute with the instructor/professor. If no resolution is achieved following an informal discussion with the instructor/professor, then the student should reach out in the following order (*of note, a student should only move on to the next point of contact if no resolution has been agreed upon*):

1. Faculty Advisor/Concentration Head
2. Program Director
3. Instructor’s/faculty member’s Chairperson

4. Dean of the College/School
5. Vice Provost for Academic Affairs

As per procedures outlined in Section XI, students should speak with their advisor (an/or Concentration Head, Program Director, etc. if needed) after first informally speaking with the instructor/professor. Specific procedures for informal and formal grievances can be found on the CHSS website: [Student Concerns/Grievances – College Of Humanities And Social Sciences - Montclair State University](#).

G. Academic Probation and Dismissal

As set forth in Section V of *The Graduate School Policy Manual*, master's degree and certification students must maintain a GPA of 3.0 or higher. Failure to do so results in Academic Probation. The student must raise their GPA to at least a 3.0 upon completion of an additional six credits of coursework or one semester (whichever is later). Failure to meet the conditions of the probation will result in a termination of a student's program of study by The Graduate School.

Per the Clinical/School Psychology program policies, any student placed on academic probation by The Graduate School must meet with their faculty advisor to discuss their academic progress, registration, and course load. A remediation plan will be created following this meeting.

Students who earn a total of two grades of C+ or below (inclusive of the retaken course), or earn one F grade at any point in the program, will be subject to dismissal. Students are permitted to appeal academic dismissals. Should a student receive a formal dismissal notice from The Graduate School and wish to appeal this decision, they must do so in writing (submitted to spiserv@montclair.edu) within five business days (Monday through Friday), irrespective of whether classes are in session as of the receipt of the dismissal notice from The Graduate School. The Graduate School consults with the program prior to issuing a decision to a student to determine if the student's appeal to their dismissal is appropriate; if it is not, the student's matriculation is terminated.

Due to the cumulative nature of the school psychology certification program's skill-based curriculum, school psychology students retaking courses may have their program of study modified as a component of their remediation plan (i.e., reduce the course of study to part-time, increase supervision and applied experiences in the clinic) to ensure adequate skill acquisition prior to resuming their original work plan.

If students do not fulfill the requirements set forth by the program's policies as detailed in this handbook (please see the *Evaluation and Remediation Procedures* section for examples of specific circumstances/concerns), the program can make a recommendation to The Graduate School for a student to be dismissed, which will include the reason(s) for the suggested termination of matriculation.

For more general Montclair State University policies concerning dismissal, please read the information which can be found in The Graduate School Policy Manual: [TGS Policy Manual](#).

H. Leaves of Absence

As stated in Section II of *The Graduate School Policy Manual*, graduate students requesting a leave of absence from MSU must contact The Graduate School by the end of the Add/Drop period (second week of the semester); they are not granted retroactively. A student may request a leave of absence once as a matter of course, and are not required to disclose the reason for the request. In addition to submitting the request for the leave of absence, a student is also responsible for officially withdrawing from any courses for which they are registered.

For more information regarding the Leave of Absence policy, please see *The Graduate School Policy Manual*: [TGS Policy Manual](#).

Per the Clinical/School Psychology program policies, students are encouraged to speak with their faculty advisor and the Program Director before formally requesting the leave.

I. Official Withdrawal

As stated in Section II of *The Graduate School Policy Manual*, graduate students may voluntarily withdraw from MSU and their program by both submitting a withdrawal form to The Graduate School ([Forms for Current Students](#)) and officially withdrawing from any courses in which they are registered. Moreover, per The Graduate School Policy, failure to register in two consecutive semesters will be treated as a withdrawal from the graduate program. Additional, detailed information about withdrawal procedures can be found in *The Graduate School Policy Manual* (Section II. J.): [TGS Policy Manual](#).

J. Readmission

Please review Section II. J.4, in *The Graduate School Policy Manual*, for information regarding readmission after withdrawal: [TGS Policy Manual](#).

K. Requirements for Graduation

All students are strongly encouraged to keep track of their academic progress via DegreeWorks, which can be accessed via NEST. Your “Degree Audit” includes a comparison of your course work to date with the program’s requirements for graduation. There may be times when the Degree Audit’s assessment of program requirements does not align with your current program. If this is the case, please contact gradclinical@montclair.edu to further discuss. To graduate, master’s students generally must complete the required number of courses and credit hours specific to their program (refer to curriculum sections for your specific program) while maintaining the requirements set forth by the program and The Graduate School.

Section VI of *The Graduate School Policy Manual* provides detailed information regarding program completion, graduation, and commencement: [TGS Policy Manual](#).

The Office of the Registrar ([Apply To Graduate – Red Hawk Central - Montclair State University](#)) also provides further information about graduation, including deadlines, New Jersey certifications, commencement, diplomas and certificates, and final transcripts, as well as a How to Apply to Graduate through NEST guide.

L. Ethical Standards and Professional Behavior

1. APA Ethics Codes and NASP Principles for Professional Ethics

Students are taught and expected to abide by the [American Psychological Association's \(APA\) Ethical Principles of Psychologists and Code of Conduct](#) (Ethics Code). As stated in the APA Ethics Code:

“Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.”

“Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies and payers for health services.”

Students in the School Psychology Certification Program are also taught and expected to abide by the National Association of School Psychologist's (NASP) *Principles for Professional Ethics* (<https://www.nasponline.org/standards-and-certification/professional-ethics>). Students should seek to be guided by the APA Ethics Code and NASP Principles for Professional Ethics in tandem, as stated in the NASP guidelines:

“School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the American Psychological Association's (2002) Ethical Principles of Psychologists and Code of Conduct for guidance on issues not directly addressed in this code.”

2. Student Professional Demeanor and Academic Integrity

Responsible training for work in mental health and/or research settings requires that students display appropriate professional demeanor in addition to meeting academic requirements. Students will be evaluated regularly to determine whether they are progressing satisfactorily in the program and meeting expectations in terms of GPA and professional demeanor across settings. Professional demeanor includes, but is not limited to: communication skills with faculty/instructors, site supervisors, staff, and peers, respect for human diversity, professional judgment, and ethical conduct. In addition, students are expected to demonstrate sensitivity to client issues, proficiency in handling data, and effective management of challenges or adjustment difficulties.

Students are expected to review and abide by MSU's Academic Dishonesty Policy: <https://www.montclair.edu/policies/all-policies/academic-dishonesty/> which defines academic dishonesty, provides guidelines to help students avoid engaging in it, and sets forth the procedures for adjudicating instances of it.

3. MSU Code of Conduct

Students are expected to review and abide by the [MSU Student Code of Conduct](#). It includes the following sections: a preface, a glossary of terms, listings of violations, procedural standards, sanctions and stipulations, adjudicative processes, and appeal processes, and a description of the University No-Contact Order (UNCO).

4. Social Media Policy

Students must review and adhere to MSU's Social Media Policy ([Social Media Policy – Policies And Procedures - Montclair State University](#)). For further information about social media usage while at MSU, including best practice guidelines, please visit [MSU University Communications](#).

M. Commitment to Diversity

Our programs are guided in their respect for individual and cultural diversity, and we adhere to MSU's [non-discrimination policy](#), which states that MSU does not discriminate on the basis of race, color, religion, national origin or ancestry, gender, disability, age, marital status, affectional or sexual orientation, gender identity and expression, and veteran status. Students and faculty are also expected to abide by the [APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists](#), which was approved by APA in 2002. We also encourage students to engage with MSU's [Office for Social Justice and Diversity](#), which runs programs and initiatives designed to support the MSU community in building and enhancing an inclusive campus climate.

N. Sexual Assault and Harassment Policy

MSU condemns all forms of sexual violence, as defined in MSU's Gender-based Conduct Policy [Title IX Policy and Procedures](#). More specific information about MSU's anti-sexual-assault measures and resources is available from the [University Health Center](#) and the [Dean of Students Department](#).

MSU also prohibits sexual harassment and maintains a [website](#) designed to provide sexual harassment policies, procedures, key terms, and other relevant sources, encourage and support the reporting of any type of gender-based misconduct, assist victims with both confidential and non-confidential resources, and prevent victimization and educate the MSU community.

O. Human Participants Research

As indicated in Section IV of *The Graduate School Policy Manual*, graduate students conducting research with human participants for courses, theses, dissertations, or comprehensive projects must adhere to the regulations of the MSU Institutional Review Board (IRB). The [MSU IRB website](#) includes information for both researchers and participants, including information about the IRB; whom comprises the IRB; contacting the IRB; the study application, renewal, continuing review, modification, and amendment processes; the online IRB submission system; forms and templates; manual and guidebooks; research trainings and certificates; FAQs; and research ethics and legal regulations. New students have much to learn about human subject research and working with the IRB. A good place to start is the [FAQs for students conducting research](#) that can be accessed via the MSU IRB website. Graduate students should seek advisement from faculty members about human participants research and the IRB.

P. Liability Insurance

As described by the [Office of the Provost](#), in general, neither the State nor MSU maintain any pre-professional liability coverage for students. Students may, however, be required by externship and internship sites to have pre-professional malpractice insurance. Thus, students participating in a field placement involving work with clients will be covered by a professional liability policy maintained by MSU, from September of a given year until the end of August of the following year. The coverage limits are \$2 million for occurrences and \$4 million in the aggregate. It is wise practice for all students in clinical training to self-insure as well. For instance, the APA's sole authorized and preferred provider for insurance products is [The Trust](#), which offers low-cost professional liability coverage for psychology graduate students. Below you can find a list of suggested agencies:

Forrest T. Jones and Company
Website: www.ftj.com
Phone: 1-800-265-9366

American Professional Agency

Website: <http://www.americanprofessional.com/student/index.htm>

Phone: 1-800-421-6694

Trust Risk Management Services, Inc.

Website: <http://www.info@ustrms.com>

Phone: (877) 637-9700

Q. Outside Employment

The program does not dictate what students do beyond the structure of the program, with the exception of the professional practice guidelines described. However, students are encouraged to recognize the demands of a 9-12 credit course load, clinical and research activities, and additional program-related activities. Engaging fully and making the most of these activities requires significant time and effort. Therefore, students may wish to acquire a loan rather than assume additional work burdens. If students do pursue outside employment, it is their responsibility to ensure that their work obligations do not interfere with their progress and performance in completing program requirements. Please note that students funded through certain assistantships or fellowships may not be permitted to engage in outside employment and should review all policies related to their positions. The inability to prioritize coursework and supervision due to outside commitments is grounds for review. For international students seeking further information regarding employment, please review the guidelines found at the MSU Office of Global Engagement ([Office of Global Engagement](#)).

In addition, students may not engage in the professional practice of psychology unless under direct supervision in a graduate course in which they are registered formally or under the direct supervision of a qualified professional. Any activity involving clinical, or school psychology professional skills must be approved by the clinical faculty before the student may participate in the activity in that setting.

APPENDICES

Appendix A

Course Sequence: MA in Clinical Psychology

Concentration in Child/Adolescent Psychology

Full-Time, Fall Start

Course Sequence for Clinical Psychology MA: Child/Adolescent Concentration

For full time students entering in the Fall Semester

Student Name _____

CWID _____

Year ONE (24 credits)

FALL	SPRING	SUMMER <i>or</i> WINTER
<ul style="list-style-type: none"> Developmental Psychopathology (PSYC 565) <ul style="list-style-type: none"> 3 credits 	<ul style="list-style-type: none"> Family Systems and Therapy (PSYC 679) <ul style="list-style-type: none"> 3 credits 	<ul style="list-style-type: none"> Ethical and Professional Issues (PSYC 678) <ul style="list-style-type: none"> 3 credits
<ul style="list-style-type: none"> Cognitive Assessment (PSYC 574) <ul style="list-style-type: none"> 3 credits 	<ul style="list-style-type: none"> Clinical Assessment (PSYC 575) <ul style="list-style-type: none"> 3 credits 	
<ul style="list-style-type: none"> Multicultural Psychology (PSYC 506) <ul style="list-style-type: none"> 3 credits 	<ul style="list-style-type: none"> Evidence Based Interventions (PSYC 670) <ul style="list-style-type: none"> 3 credits 	
<ul style="list-style-type: none"> Applied Stats & Measures (PSYC 521) or Psychometrics in Spring/Summer (PSYC 578) <ul style="list-style-type: none"> 3 credits 		

- Total Credits completed for Year One: _____
- Eligible to start externship Fall of Year Two? (requires 21 credits completed by start of 2nd year Fall semester, Y/N)? _____
 - If you would like to complete a clinical research externship, please email clinicalmaexternship@montclair.edu for further guidance

If you want to take fewer courses in any given semester, please email gradclinical@montclair.edu for further guidance

Year TWO (12 credits)

FALL	SPRING
<ul style="list-style-type: none"> Externship in Clinical Psychology (PSYC 680) -OR- if approved for a Clinical Research Externship, register for Quantitative and Statistical Methods (PSYC 550) <ul style="list-style-type: none"> 3 credits 	<ul style="list-style-type: none"> Externship in Clinical Psychology (PSYC 680) -OR- if approved for a Clinical Research Externship, register for an approved elective (<i>see below</i>) <ul style="list-style-type: none"> 3 credits
<ul style="list-style-type: none"> Research Methods (PSYC 510) <ul style="list-style-type: none"> 3 credits 	<ul style="list-style-type: none"> Developmental Psychology (PSYC 561) <ul style="list-style-type: none"> 3 credits

Elective Options (Choose ONE only if you are completing a Clinical RESEARCH Externship):

- Cognitive Psychology (PSYC 504)
- Social Psychology (PSYC 552)
- Theories of Interpersonal and Family Violence (PSYC 650)
- Evidence-Based Psychological Interventions II (PSYC 702)

- Total Credits that will be completed for Year Two: _____
- Eligible for graduation (requires 36 credits completed by end of 2nd year Spring semester, Y/N)? _____
 - If Yes, did you file or graduation (Y/N)? _____
 - If No, please do so ASAP: <https://www.montclair.edu/red-hawk-central/registrar/apply-for-graduation/>

For additional information regarding the Clinical Psychology MA program including requirements, procedures, and curriculum, please review the handbook found here: https://www.montclair.edu/psychology/wp-content/uploads/sites/84/2023/10/GRADUATE-STUDENT-HANDBOOK_2023-2024.pdf

Appendix B

Course Sequence: MA in Clinical Psychology

Concentration in Forensic Psychology

Full-time, Fall Start

Course Sequence for Clinical Psychology MA: Forensic Concentration

For full time students entering in the Fall Semester

Student Name _____

CWID _____

Year ONE (24 credits)

FALL	SPRING	SUMMER or WINTER
<input type="checkbox"/> Developmental Psychopathology (PSYC 565) 3 credits	<input type="checkbox"/> Interpersonal and Family Violence (PSYC 650) 3 credits	<input type="checkbox"/> Ethical and Professional Issues (PSYC 678) 3 credits
<input type="checkbox"/> Cognitive Assessment (PSYC 574) 3 credits	<input type="checkbox"/> Clinical Assessment (PSYC 575) 3 credits	
<input type="checkbox"/> Criminal or Child Forensic Assessment (PSYC 664 or 665) 3 credits	<input type="checkbox"/> Interventions in Forensic Psych (PSYC 671) 3 credits	
<input type="checkbox"/> Psychometrics (PSYC 578) in Spring/Summer or Applied Statistics and Measures in Fall (PSYC 521) 3 credits		

- Total Credits completed for Year One: _____
- Eligible for externship Fall of Year Two? (requires 21 credits completed by start of 2nd year Fall semester; Y/N)?

- If you would like to complete a Clinical Research Externship, please email clinicalmaexternship@montclair.edu for further guidance

If you want to take fewer courses in any given semester, please email gradclinical@montclair.edu for further guidance

Year TWO (12 credits)

FALL	SPRING
<input type="checkbox"/> Externship in Clinical Psychology (PSYC 680) -OR- if approved for a Clinical Research Externship, register for Quantitative and Statistical Methods (PSYC 550) 3 credits	<input type="checkbox"/> Externship in Clinical Psychology (PSYC 680) -OR- if approved for a Clinical Research Externship, register for Research Methods (PSYC 510) 3 credits
<input type="checkbox"/> Psychological Science and the Law (PSYC 725) 3 credits	<input type="checkbox"/> Developmental Psychology (PSYC 561) 3 credits

- Total Credits that will be completed for Year Two: _____
- Eligible for graduation (requires 36 credits completed by end of 2nd year Spring semester; Y/N)?
 - o If Yes, did you sign up for graduation (Y/N)? _____
 - o If No, please do so ASAP: <https://www.montclair.edu/red-hawk-central/registrar/apply-for-graduation/>

For additional information regarding the Clinical Psychology MA program including requirements, procedures, and curriculum, please review the handbook found here: https://www.montclair.edu/psychology/wp-content/uploads/sites/84/2023/10/GRADUATE-STUDENT-HANDBOOK_2023-2024.pdf

Appendix C

Course Sequence:

MA in Clinical Psychology + School Psychology Certification

Full-Time, Fall Start

Course Sequence for Clinical Psychology MA: MA+ School Psychology Certification

For full time students entering in the Fall Semester

Student Name: _____

CWID: _____

Year ONE (27 credits) (MA Clinical Psychology=18 credits, CERT=9 credits)

FALL	SPRING	SUMMER <i>or</i> WINTER
<input type="checkbox"/> Applied Statistics and Measures (PSYC 521) 3 credits	<input type="checkbox"/> Research Methods (PSYC 510) 3 credits	<input type="checkbox"/> Ethical and Professional Issues (PSYC 678) 3 credits
<input type="checkbox"/> Clinical Assessment (PSYC 575) 3 credits, 45 Practicum Hours	<input type="checkbox"/> Cognitive Assessment (PSYC 574) 3 credits, 45 Practicum Hours	
<input type="checkbox"/> Students with Disabilities (SPED 579) 3 credits	<input type="checkbox"/> Developmental Psychopathology (PSYC 565) 3 credits	
<input type="checkbox"/> Introduction to School Psychology (PSYC 661) 3 credits, 60 Practicum Hours	<input type="checkbox"/> Academic Assessment (PSYC 672) 3 credits, 45 Practicum Hours	

- Total Credits completed for Year One: _____

If you want to take fewer courses in any given semester, please email gradclinical@montclair.edu for further guidance

Year TWO (32 credits) (MA Clinical Psychology=12 credits, CERT=20 credits)

FALL	SPRING	SUMMER
<input type="checkbox"/> Behavioral Neuroscience (PSYC 573) 3 credits	<input type="checkbox"/> School Psychologists' Role in Crisis and Recovery (PSYC 615) 3 credits	<input type="checkbox"/> Educational Leadership (ELAD 670) 3 credits
<input type="checkbox"/> Developmental Psychology (PSYC 561) 3 credits	<input type="checkbox"/> Family Systems and Therapy (PSYC 679) 3 credits	<input type="checkbox"/> Multicultural Psychology (PSYC 506) 3 credits
<input type="checkbox"/> Consultation Methods (PSYC 668) 3 credits, 45 Practicum Hours	<input type="checkbox"/> Instructional Planning, I or II (SPED 567 or 568) 3 credits	
<input type="checkbox"/> Behavioral Assessment (PSYC 601) 3 credits, 45 Practicum Hours	<input type="checkbox"/> School-Based Interventions (PSYC 594) 3 credits, 45 Practicum Hours	
<input type="checkbox"/> Practicum in Assessment I (PSYC 577) 1 credit, 45 Practicum Hours	<input type="checkbox"/> Practicum in Assessment II (PSYC 579) 1 credit, 45 Practicum Hours	

- Total Credits completed for Year Two: _____

If you want to take fewer courses in any given semester, please email gradclinical@montclair.edu for further guidance

Year THREE (CERT=6 credits)

FALL	SPRING
<input type="checkbox"/> Externship in School Psychology (PSYC 662) 3 credits, 1200 Externship Hours	<input type="checkbox"/> Externship in School Psychology (PSYC 662) 3 credits, 1200 Externship Hours

- Total Credits completed for Year Three: _____
- Eligible for graduation (requires 65 credits completed by end of 3rd year Spring semester; Y/N)? _____
 - If Yes, did you sign up for graduation (Y/N)? _____
 - If No, please do so ASAP: <https://www.montclair.edu/red-hawk-central/registrar/apply-for-graduation/>

For additional information regarding the Clinical Psychology MA and School Psychology Certificate program including requirements, procedures, and curriculum, please review the handbook found here: https://www.montclair.edu/psychology/wp-content/uploads/sites/84/2023/10/GRADUATE-STUDENT-HANDBOOK_2023-2024.pdf

Appendix D

Student Performance Evaluation Rubric

Clinical Psychology MA:

Child/Adolescent and Forensic Concentrations

Clinical Psychology MA Student Performance Evaluation by Faculty/Instructor

Student Name:

Course Name/Number and Section:

Faculty/Instructor:

In order to provide targeted feedback and support, please designate your rating of the Clinical Psychology MA student below to evaluate their performance in several key areas. Information from this rubric will be shared with the student in advisory; therefore, once you discuss this rubric with the student, please submit this survey as soon as possible via the Qualtrics Survey link provided. Thank you for your cooperation.

	Strong	Satisfactory	Somewhat Below Expectation	Unsatisfactory	Unable to Judge
Initiates ideas and/or activities and level of engagement with coursework					
Attentiveness/responsiveness to comments and ideas of peers and instructor in class					
Dependability/reliability in working with others during group work/team assignments					
Sensitivity/awareness in application of ethical issues, including handling data (if applicable)					
Effectiveness of oral expression					
Effectiveness of written expression					
Professionalism (including, but not limited to: class attendance; interactions with faculty/instructor, staff, peers; assignment completion; timeliness; ethical conduct)					
Initiating and maintaining active communication with the professor/instructor, as needed					
Interest/commitment to human services, social justice and diversity					
Likely effectiveness in field placement (job/externship) of Clinical Psychology					

Does the student need to make significant changes to successfully continue in your course?

☐ Yes

☐ No

If yes, please explain the changes needed, and how they are connected to success in the wider field of Clinical Psychology:

Faculty Member's/Instructor's Signature

Date

Appendix E

Student Performance Evaluation Rubric

MA in Clinical Psychology + School Psychology Certification

MA+ School Psychology Student Performance Evaluation by Faculty/Instructor

Student Name:

Course Name/Number and Section:

Faculty/Instructor:

In order to provide targeted support, please designate your rating of the MA+ School Psychology student below to evaluate their performance in several key areas. Information from this rubric will be shared with the student in advisory; therefore, please submit this survey as soon as possible via the Qualtrics Survey link provided. Thank you for your cooperation.

	Strong	Satisfactory	Somewhat Below Expectation	Unsatisfactory	Unable to Judge
Initiates ideas and/or activities and level of engagement with coursework					
Attentiveness/responsiveness to comments and ideas of peers and instructor in class					
Dependability/reliability in working with others during group work/team assignments					
Sensitivity/awareness in application of ethical issues, including handling data (if applicable)					
Effectiveness of oral expression					
Effectiveness of written expression					
Professionalism (including, but not limited to: class attendance; interactions with faculty/instructor, staff, peers; assignment completion; timeliness; ethical conduct)					
Initiating and maintaining active communication with the professor/instructor, as needed					
Interest/commitment to human services, social justice and diversity					
Likely effectiveness in field placement (job/practicum/internship) of School Psychology					

Does the student need to make significant changes to successfully continue in your course?

☐ Yes

☐ No

If yes, please explain the changes needed, and how they are connected to success in the wider field of School Psychology:

Faculty Member's/Instructor's Signature

Date