

SCHOOL PSYCHOLOGY CERTIFICATION PROGRAM 2008-09



Bryn Mawr College
Department of Psychology
101 North Merion Avenue
Bryn Mawr, PA 19010-2899
(610) 526-5010
www.brynmaur.edu/psychology

Letter from the Director



Thank you for your interest in the Bryn Mawr College School Psychology Certification Program. We welcome applications from individuals who have a master's degree in a field related to school psychology (e.g., human development, psychology, psychological services, counseling, psychology of reading, education, social work or special education). As part of our admissions procedure we will evaluate your academic and professional experience to determine which of the competency requirements mandated by the Commonwealth of Pennsylvania and recommended by the National Association of School Psychologists for School Psychology Certification can be satisfied by your prior coursework or experience, and which will need to be satisfied by coursework at Bryn Mawr.

To facilitate this evaluation procedure, the following pages include a description of the program and the courses required for completion of the program. As you will note, there are five competency areas required for certification. There are 11 required one-semester courses, five credits each, to meet these five competency areas, for a total of 55 graduate semester hours.

Please read this document carefully and then prepare a typed Competency Assessment Statement in the manner detailed below:

- 1) Select the courses for which you consider yourself to have demonstrated prior competency. This will typically be based on coursework taken in previous graduate study, but in some cases may be based on professional training or work experience in the relevant area.
- 2) For each such course, prepare a brief statement that includes the following information:
 - a) course name and number
 - b) academic institution
 - c) year course was taken
 - d) final course grade
 - e) a three-sentence summary of the course content
 - f) other information that you feel may be relevant.

If you propose more than one previous course to meet a specific competency, provide this information for each such course.

- 3) Indicate which of the 11 required courses you believe you do not have previous competency in and therefore propose to take at Bryn Mawr.

Once you have completed your Competency Assessment Statement, please send it to me and enclose a current c.v. and copies of your transcripts. Please also provide names, addresses and phone numbers of at least one professional who knows your work. When I have reviewed your materials, I will contact you to set up an interview.

During the interview, we will discuss your previous experience and future goals. I will use the information obtained from your Competency Assessment Statement, your c.v., your recommendations and our interview to determine your suitability for our program. I will also determine which courses you will need to take if accepted into the Bryn Mawr College School Psychology Certification Program.

I will use the following general guidelines in making this determination:

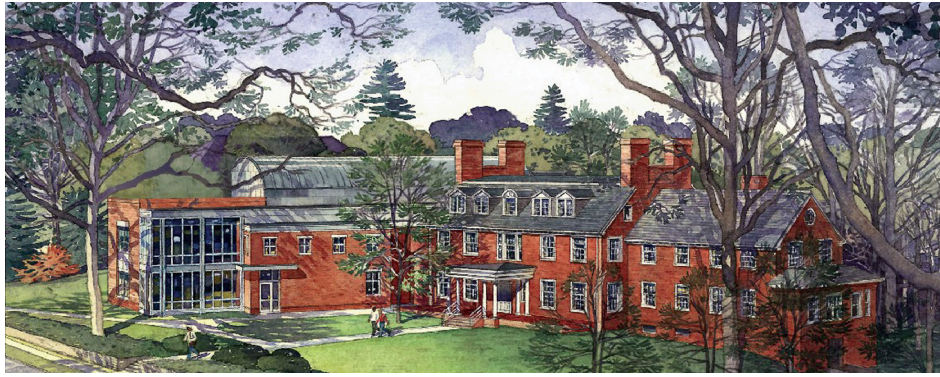
- 1) No credit will be given for courses with grades below B (3.0).
- 2) There will be no exemptions from Consultation and Practice Issues in School Psychology (642) or from Ethical, Legal and Professional Issues (690).
- 3) Courses taken more than five years ago in specialty fields with rapidly changing empirical data bases — e.g., Developmental Psychopathology (551), Introduction to Psychological Assessment (540) and Psychoeducational and Personality Assessment (541) — will typically not be accepted for credit

Please contact me if you have any questions concerning preparation of your Competency Assessment Statement. I look forward to hearing from you. Thank you again for your interest in the Bryn Mawr College School Psychology Certification Program.

Sincerely,

Leslie Rescorla, Ph.D.

Director, School Psychology Certification Program
Department of Psychology



Mission

The goal of the Bryn Mawr College School Psychology Certification Program is to train professionals who wish to help children and adolescents fulfill their potential in the areas of academic achievement, social-emotional growth and adaptive competence. The program offers training in psychological theory, research and practice within a life-span developmental framework. The focus of the program is on children and adolescents in the context of family, school and cultural community.

The Bryn Mawr College School Psychology Certification Program attracts students who wish to study school psychology within the context of an academically rigorous and intellectually challenging program. Our approach to school psychology emphasizes historical perspective, philosophy and theory, critical and analytic thinking, respect for empirical evidence and questioning of assumptions. We want our students to be independent thinkers and self-motivated learners, so that they will have the skills to continue their professional development after they leave Bryn Mawr.

Respect for children, expertise with families, knowledge about education, sensitivity to cultural context, commitment to social justice, collaboration with professional colleagues and understanding of the school as a social system are objectives that we expect students in the Bryn Mawr College School Psychology Certification Program to obtain.

About the Program

School psychologists in educational or clinical settings seek to help children and adolescents fulfill their potential in the areas of academic achievement, social-emotional growth and adaptive competence. School psychologists trained at Bryn Mawr work professionally in a variety of settings throughout the United States, including public and private schools, hospitals, mental health settings, early intervention programs, state educational agencies, pupil service agencies, private practices and community mental health centers.

Students in the Bryn Mawr College School Psychology Certification Program receive training in:

- Psychological foundations
- Organization of schools
- Curriculum and instruction
- Statistics, research methods, and tests and measurements
- Students with disabilities
- Psychological assessment and diagnosis
- Consultation methods and
- Therapeutic and educational interventions.

Upon completing the requirements of the program, students are eligible to obtain Pennsylvania Certification in School Psychology once they have passed the examination required by Pennsylvania, which is administered by the Educational Testing Service.

Students can obtain School Psychology Certification Program at Bryn Mawr as matriculated graduate students in the Department of Psychology's Clinical Developmental Psychology Program (CDPP) or as nonmatriculated students. Nonmatriculated students enter the program through the administrative procedure described below.

Admissions

The Bryn Mawr College School Psychology Certification Program is based in the Department of Psychology. To be eligible for the program, an applicant who is not a Bryn Mawr College psychology doctoral student must have a master's degree in a field related to school psychology (e.g., human development, psychology, learning disabilities, psychology of reading, counseling, education, social work or special education).

Prospective candidates should contact Dr. Leslie Rescorla, Program Director, for application materials. Applicants must submit a Competency Assessment Statement summarizing their previous academic and professional experience and they must meet with Dr. Rescorla for an interview. Dr. Rescorla reviews this information to determine the applicant's suitability for the program and to identify which courses previously taken elsewhere can be accepted in partial fulfillment of the program's competency requirements. Applicants accepted through this process then obtain formal status as a nonmatriculated student through the Continuing Education Office.

Requirements for Certification

Degree

M.A. degree

Coursework

The Bryn Mawr College School Psychology Certification program accepts nonmatriculated students with a masters or doctoral degree who wish to obtain the necessary coursework and internship experience to meet the Commonwealth of Pennsylvania requirements for School Psychology Certification. The Program Director meets with each applicant to discuss her or his academic experience and thereby determines which of the program competency requirements can be satisfied by previous coursework, and which will need to be satisfied by coursework taken at Bryn Mawr.

Competency Areas

Five competency areas are required for certification:

Psychological Foundations

Biological, affective, social and cognitive aspects of behavior, developmental psychology, psychopathology, learning disabilities, multicultural perspectives

Educational Foundations

Organization and operation of schools, exceptional students, design and delivery of instruction

Scientific and Methodological Foundations

Statistical methods, tests and measurements

School Psychology Practice

Assessment — of intelligence, academic progress, perceptual skills and social/emotional functioning

Intervention methods — consultation, counseling and therapy, special education, behavioral management, educational remediation, evaluation of intervention efficacy

Ethical, Legal and Professional Issues

Functions/roles of the school psychologist

Legal, ethical, and professional issues in school psychology

History and foundations of school psychology

Service delivery models; special education law

Required Courses

There are 11 required one-semester courses, five credit-hours each. Course descriptions are provided at the end of this document.

Statistics (500)

Developmental Psychology I or II (510 or 511)

Cognitive/Neuropsychology (529)

Social Bases of Behavior/Tests and Measurements (536)

Biological/Affective Bases of Behavior (537)

Introduction to Psychological Assessment (540)

Psychoeducational and Personality Assessment (541)

Developmental Psychopathology (551)

Introduction to Psychotherapy (561)

Family, School, and Culture (623)

Consultation and Practice Issues in School Psychology (642)

Ethical, Legal, and Professional Issues (690)

Field Placement

The Bryn Mawr College School Psychology Certification Program requires a practicum/internship experience of 1200 hours. This clinical experience must include at least 600 hours in a school setting.

Equality of Opportunity

Bryn Mawr College does not discriminate on the basis of race, color, national or ethnic origin, religion, sexual preference, age or disability in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities, or employment practices. Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer, who administers the College's procedures.

Program Faculty



Leslie A. Rescorla, Program Director (Ph.D., Yale University) is a licensed and school-certified psychologist who received her clinical training at the Yale Child Study Center, Children's Hospital of Philadelphia and the Philadelphia Child Guidance Clinic.



Lorraine Ball (Ph.D., Bryn Mawr College) is a licensed and school-certified psychologist, and a staff psychologist at the Child Study Institute.



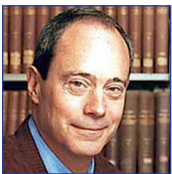
Kimberly Wright Cassidy (Ph.D., University of Pennsylvania) is a developmental psychologist with a focus on cognition and education. Dr. Cassidy is certified as a teacher at the elementary, middle-school and high-school levels.



Mary Eno (Ph.D., University of Pennsylvania) is a family therapist and school consultant.



Joan Manhardt (Ph.D., Bryn Mawr College) is a school-certified psychologist, a staff psychologist at the Child Study Institute and a certified teacher of early childhood education.



Clark R. McCauley (Ph.D., University of Pennsylvania) is a social psychologist and co-director of the Asch Center for Ethno-Political Conflict at the University of Pennsylvania.



Carol Roberts (Ph.D., Bryn Mawr College) is a licensed and school-certified psychologist with special interest in due process and mediation with regard to special education.



Marc Schulz (Ph.D., University of California at Berkeley) is a licensed psychologist. He completed clinical training in psychotherapy and health psychology at Children's Hospital Boston, the Massachusetts Mental Health Center and Harvard Medical School.



Anjali Thapar (Ph.D., Case Western Reserve University) is a cognitive psychologist. Her research interests include the study of age and gender differences in cognitive abilities, and the study of human memory.



Earl Thomas (Ph.D., Yale University) is a biological psychologist specializing in the neurobiology and psychopharmacology of anxiety, animal models of depression, and the neurobiology of learning and memory.



Robert H. Wozniak (Ph.D., University of Michigan) is a developmental psychologist with particular interest in the history of psychology.

Course Descriptions

STATISTICS (500)

Helps students to develop the critical skills necessary to evaluate the research of others and to design and conduct research of their own. Students are presumed to have had exposure to statistics as undergraduates, but basic ideas and methods are reviewed at the beginning of the semester. Topics covered in the course include simple and multiple correlation and regression, t-tests and their nonparametric equivalents, analyses of variance and methods of analyzing categorical data. The course stresses major theoretical concepts such as hypothesis testing, uses of inferential methods, research design, validity and power. Students gain experience analyzing data with SPSS and presenting the results of their analyses in APA style.

DEVELOPMENTAL PSYCHOLOGY I or II (510 or 511)

This two-semester sequence provides an overview of theory and research relating to the development of children and adolescents within family, school and cultural contexts, and serves as a foundation for future work in the department. Following an overview of major developmental theories, the course examines topics such as infant perception, infant sociality, prelinguistic communication, attachment, language development, the development of self awareness, early social cognition and theory of mind, conceptual change, memory and learning, parent-child relations, peer relations and gender issues, self-concept and self-perception, moral development, logical thinking and identity formation. Topics are examined within a multicultural, ecological and developmental framework. **Note:** A one-semester graduate course in developmental psychology taken elsewhere can suffice to meet this requirement for nonmatriculated students in the School Psychology Certification Program.

COGNITIVE/NEUROPSYCHOLOGY (529)

Explores the cognitive bases of behavior, emphasizing an information-processing approach. The major areas of cognitive psychology are surveyed, including perception, attention, memory, language, thinking and decision-making. The application of basic knowledge in these areas to developmental and clinical psychology is also explored. In addition, the course deals with the basics of human neuropsychology, providing an introduction to disorders of language, spatial processing, memory, emotion and planning/attention as a result of brain injury.

TESTS AND MEASUREMENTS/SOCIAL PSYCHOLOGY (536)

Addresses fundamentals of tests and measurements. Topics covered include measurement in relation to statistics, norms and scores, test validity and classic reliability theory. The second half provides an introduction to basic social-psychological theories and research. Topics covered include group dynamics, stereotypes and group conflict; attitude measurement; and attitudes and behavior. An emphasis is placed on research methods in the study of social psychology.

BIOLOGICAL/AFFECTIVE BASES OF BEHAVIOR (537)

Provides a foundation in the biological basis of emotion and behavior. The primary areas covered are basic neuroanatomy and neurophysiology, the physiological basis of emotion and motivation, and an introduction to psychopharmacology. Students learn about the primary experimental methods for the study of learning, emotion and motivation in animals, and the importance of animal models for the study of clinical problems in humans.

INTRODUCTION TO PSYCHOLOGICAL ASSESSMENT: COGNITION AND INFORMATION PROCESSING (540)

Introduces current approaches to identifying the educational needs of children and adolescents through psychological assessment. The major topics include theoretical conceptualizations of intelligence and learning disabilities/differences within a developmental framework, psychometric concepts as they apply directly to the assessment process, and the use of norm-referenced measures of cognition and information processing in concert with observations, clinical interviews and other qualitative information about the strengths and needs of students. Additional topics include issues of culture in assessment, differential validity of standardized tests, the role of dynamic assessment approaches, and multiple perspectives on current classification systems. Assignments entail practice in the administration, scoring, interpretation and integration of selected cognitive and information-processing measures, as well as the communication of findings and their implications.

PSYCHOEDUCATIONAL AND PERSONALITY ASSESSMENT (541)

Serves as a continuation of Psych 540 (above) with emphasis on the assessment of academic skill development, social/emotional functioning and behavioral functioning with the purpose of aiding in the development of appropriate remedial strategies and clinical recommendations. The course includes an overview of the reading process and the acquisition of math and writing skills. Students are introduced to standardized measures of academic assessment as well as informal, curriculum-based and response-to-interventions methods of assessment of learning disabilities/differences. Students are also exposed to a variety of diagnostic and assessment tools used for the assessment of social/emotional and behavioral issues, including rating scales, observations, interviews, questionnaires and projective measures. The course also introduces students to current approaches in the assessment and/or diagnosis of several specific disorders, including Attention Deficit/Hyperactivity Disorder, Autism Spectrum Disorder and Nonverbal Learning Disabilities. Interpretation and integration of information are emphasized throughout. Assignments include weekly readings, practice psycho-educational reports and a take-home final exam..

DEVELOPMENTAL PSYCHOPATHOLOGY (551)

Examines research and theory addressing the origins, course and consequences of maladaptive functioning in children, adolescents and families. Major forms of childhood and adolescent psychopathology (e.g., antisocial behavior, attention-deficit-hyperactivity disorder and depression) are examined, and family-based risk factors for psychopathology, such as parenting quality and marital conflict, are explored. An important focus of the course is on the identification of risk and protective factors for psychopathology. Topics covered include contrasting models of psychopathology, assessment and classification of childhood disorders, models of individual and family risk, social and cultural factors influencing the development of psychopathology, and therapeutic efforts to prevent or ameliorate disorders.

INTRODUCTION TO PSYCHOTHERAPY (561)

Provides an introduction to the principles and practice of individual psychotherapy with an emphasis on working with children and adolescents. Students are encouraged to think critically about the nature and process of psychotherapy and to apply creatively their knowledge and skills to the task of helping those in need. Emphasis is placed on formulating therapeutic goals and conceptualizing therapeutic change. The course provides an overview of dominant conceptualizations of therapy, especially psychodynamic and cognitive/behavioral approaches. Therapeutic techniques and challenges in work with children and adolescents are presented. Concurrent with the course, students have an introductory therapy experience in a school or clinic, in which they conduct psychotherapy with one or two clients and receive supervision.

FAMILY, SCHOOL AND CULTURE (623)

Examines recent research on and theories of the influence of family, schools and culture on healthy child development. Topics covered include theories and models of the family, family relationships and family life cycles; the school as a social system; family-school relationships; and culture as a social context. The course emphasizes theoretical concepts and has a strong historical perspective.

CONSULTATION AND PRACTICE ISSUES IN SCHOOL PSYCHOLOGY (642)

Prepares students for the professional practice of clinical developmental and school psychology. The course deals with models of special education, consultation approaches in school psychology, categories of exceptionality, multicultural issues in the delivery of school psychology services, principles of educational psychology, and the structure and organization of schools. The course includes a weekly Diagnostic and Personality Assessment Lab. While taking this course and continuing through the second semester, each student works in an assessment practicum in a school, clinic or pupil-service agency. In the weekly supervision lab, students and instructors discuss ongoing cases and consider such clinical issues as test selection, scoring, report writing, working with parents, consultation and programming recommendations. The lab continues in the spring semester.

ETHICAL, LEGAL AND PROFESSIONAL ISSUES (690)

This course is taken in the spring semester of the year in which students are engaged in their assessment practicum/internship. The course addresses ethical and professional issues in the science and practice of psychology, based on APA and NASP guidelines. The seminar is held in conjunction with the weekly supervision lab meeting. Specific ethical and legal issues discussed include competence, informed consent, confidentiality, expert testimony, child custody evaluation, and the duty to warn, with particular emphasis on situations likely to arise in the provision of psychological services to children and families. The course also covers the history of legal cases important to the practice of school psychology.