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INTRODUCTION

This description of the School Psychology Doctoral Program at Temple University was developed for use by potential applicants and enrolled students. Because this is a comprehensive guideline, applicants will become familiar with every aspect of the program.

Enrolled students should periodically review this material in order to stay within programmatic and bureaucratic guidelines. When you enter the program, be sure you meet with your adviser so that you can plan your program, sign a program agreement, and clarify any matters which you do not understand. If you notice any discrepancies, especially if new situations change the relevance of anything in this guideline, please feel free to discuss them with faculty who are always open to student input.

The School Psychology Doctoral Program awards a Ph.D. degree which currently meets the requirements for certification in Pennsylvania, New Jersey, and most other states in addition to preparing students to become licensed psychologists.

Students who enter the Doctoral Program with a bachelor’s degree may earn a 30 credit hour Ed.M. degree during training toward the doctoral degree.

The Doctoral Program in School Psychology has full accreditation by the American Psychological Association (APA) and approval by the National Association of School Psychologists (NASP). Temple University’s Doctoral Program in School Psychology was one of the early School Psychology programs in the country to receive APA approval. Additional information about APA-approved programs and approval criteria may be obtained from APA’s Program Consultation and Accreditation Office at (202) 336-5979 or at 750 First Street, NE, Washington, DC 20002 or at www.apa.org/ed/accreditation.

The Doctoral Program in School Psychology is approved by the Pennsylvania State Department of Education for preparation for State Certification in School Psychology. The Doctoral program is also accepted by the Pennsylvania State Board of Psychology and the National Register of Health Service Providers in Psychology.

CORE FACULTY

All faculty attempt to emulate the scientist-practitioner model. They have presented papers and/or published articles in recent years. Doctoral students complete a research apprenticeship with faculty. Professors have consulting positions or private practices in order to maintain high levels of practitioner skills. Faculty have also been involved in forensic issues and use examples from these cases to illustrate important points in the practice of school psychology. (See Appendix D.)

FACILITIES

The University, the College and the Program offer many unique facilities to support and enhance academic quality.
The University Tech Center—This center is constantly updated and provides extensive computer facilities to students and faculty. The Tech Center contains a wide variety of computer equipment and online access. Computer time is free to all students and faculty. E-mail accounts are available at no cost. Consultants are available for help with both computer usage and statistical analysis.

The Educational Computer Center (ECC)—This facility is housed within the College of Education and contains computers with online access. Consultants are available from 9:00-5:00, Monday through Friday.

Institute for Survey Research (ISR)—Temple maintains one of the premier organizations for broadly based survey research in the country. Students and faculty may use this facility for help in developing and implementing survey research.

Psychoeducational Clinic—The Psychoeducational Clinic is the program’s major delivery system for school psychoeducational assessments. The clinic offers training in the administration of a comprehensive, eclectic assessment which includes behavioral observations in the clinic and school, personality assessments, clinical interviews, cognitive and neuropsychological testing, and academic testing.

Institute on Disabilities—The Institute is a University Affiliated Facility; an administrative unit which coordinates a variety of services and research projects for developmentally disabled children and adults. This unit serves as a resource for the School Psychology program through extensive contacts with agencies and school districts in the region as well as graduate externships.

Accessible Computing and Information Technology Lab (ACIT Lab)—This specialized computer lab is designed to enhance awareness & knowledge of practical applications of assistive and accessible technologies. In addition to computer lab equipment, the ACIT Lab includes a range of assistive and accessible technologies, both hardware and software, that can be used to explore issues of accessibility and usability in design and application.

School District of Philadelphia Schools—Neighborhood schools provide opportunities for practicum placements in urban schools. Relationships have been established with several local schools to enhance student’s experience during coursework, practica, internship, and research apprenticeship, but students are also encouraged to seek experiences in schools in which relationships are not already established.

In addition to the above, one of Temple’s unique resources is its location. As a metropolitan University, Temple’s location provides access to a wealth of institutions for practica, internships and research experiences. There are opportunities to interact with children from culturally diverse backgrounds.

FINANCIAL AID INFORMATION

School Psychology students have often been employed with student assistantships, graduate externships, and hourly work across the university in academic and research units such as the Institute on Disabilities, the Psychology Department, the Measurement and Research Center, the
College of Education, the School Psychology Program, and elsewhere.

Students registered for an internship are supported on stipends which range from $8,000 to $22,000 per academic year from the internship site. We recommend that PhD students apply for APA accredited internships through the APPIC process, although we also have local internships available. (See Appendix A for a listing of past internship sites). Internships must be approved by the program faculty and must provide a stipend. If there is a strike in the school system to which the student has been assigned, reassignment will be made but no stipend can be guaranteed in case of such an event.

ETHICS POLICY FOR SCHOOL PSYCHOLOGY STUDENTS

The ethics policy protects the public from unethical and premature practice by students in the School Psychology Program at Temple University. It also protects students from potential litigation. This policy has been adopted by the faculty and approved by student representatives.

No student will obtain part-time or full-time employment nor function as a school psychologist, or any closely related title or job function, until achieving minimum competency in school psychology. Minimum competence is defined as completion of all the University courses, clinics, and practica and receiving the faculty recommendation for state certification as a school psychologist in Pennsylvania or New Jersey.

A student may work as a psychological assistant, researcher, technician, or faculty member in an institution or agency under the guidance, direction, and subordination of a professional psychologist, duly licensed or certified by the appropriate state agency. It is assumed that a research or teaching assistant would not be engaged in clinical practice. Any exception to this policy must be discussed in detail with the graduate student’s adviser. The student will not perform any function that exceeds his/her level of training.

A student who is already licensed or certified and working as a psychologist prior to entering the Program may continue in his/her employment. A letter indicating the details of employment and credentials must be presented to the student’s graduate adviser.

A student may work as a psychological intern only when the required coursework and clinical practica are completed. All reports and documents must indicate intern status and be approved by a psychologist supervisor. The supervisor of the intern must be approved by the school psychology faculty.

Throughout the graduate program, all students are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations for school psychologists. These documents are formally reviewed in the introductory courses, and their contents evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing school psychology programs. In order to receive the program director’s endorsement and recommendation for credentialing and/or employment it is not sufficient to have merely completed the academic requirements. All students are to have additionally
demonstrated their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

GRIEVANCE PROCEDURES

All student behavior at the University is governed by the Student Code of Conduct. Students should become aware of the specific details of this code by obtaining a copy of the Student Code of Conduct online at <http://policies.temple.edu/getdoc.asp?policy_no=03.70.12>.

Students have the right to appeal negative decisions which affect their ability to complete a program. General information about the appeals process is available on the College of Education webpage <http://education.temple.edu/services/ombudsperson>, and detailed procedural information is available from the Ombudsperson in the Dean’s Office.

STUDENTS’ INTERPERSONAL SKILLS

Programs which train professional psychologists recognize the importance of personal and professional competencies, in addition to traditional academic skills. Interpersonal effectiveness is essential for practice as a professional psychologist. Interpersonal skills will be carefully monitored by the faculty and supervisors, and students will be alerted to issues and problems in this area in order to allow development of a remedial plan if necessary. In rare cases, when a student’s problems cannot be resolved, faculty reserve the right to dismiss a student from the program. In such cases, due process for the student will include the following steps.

1. Upon initial notice of problematic behavior, the student will have the opportunity to remediate the concern. A written remediation plan will be developed by the student and faculty. Remediation plans may include, but not be limited to, such actions as: increasing supervision, increasing field work experience, completing an additional clinic practicum, requiring specific academic coursework, recommending personal therapy, and/or recommending a leave of absence.

2. If the concern is not satisfactorily remediated as agreed upon by the student and faculty member(s), written notification will be mailed to the student with details of the reasons for possible dismissal from the program.

3. The student will have three weeks to prepare a response to such notification and to ask for a formal review. At such a review meeting, the faculty and student will both have the opportunity to present their perceptions of the situation.

4. The faculty committee will then make a final determination, and forward recommendations to the Dean’s office.

5. The Dean’s office will apprise the student of the outcome and of due process procedures for appealing the decision.
PERSONAL DIFFICULTIES

In general, the school psychology program faculty will support students through a short term crisis, and provide activities to help them recoup missed learning experiences. Occasionally, however, a student may experience a long-term crisis, or have a series of frequent acute difficulties. A concern exists when personal difficulties cause any or all of the following situations:

a. The student is unable to attend class regularly over an extended period of time;
b. The student is frequently poorly prepared (or unprepared) for class or other learning activities;
c. The student is significantly behind in coursework or other benchmarks for the program;
d. The student is frequently unable to participate effectively in required learning activities.

It is the position of the school psychology program that when such situations exist, the student should objectively examine the situation and determine whether it is appropriate to take a leave of absence from the program for a semester or year, until the educational experience can be given appropriate attention. Personal difficulties may not be used as an excuse for unethical or irresponsible behavior. *Neither the student nor university is well served when a student is given a degree despite inadequate preparation for the responsibilities of the profession.*

The student’s adviser will meet with the student, and assist him/her to clarify and evaluate options. If the student so chooses, a Leave of Absence form will be completed. If the student opts to remain active in the program, a written remediation plan will be completed to clarify expectations and student responsibilities. Failure to progress after reasonable intervention, or a failure to comply with the agreed-upon plan, may result in Programmatic Dismissal.

REQUIRED BACKGROUND CHECKS

***The Commonwealth of Pennsylvania requires all school volunteers and employees to pass an FBI fingerprint records check, child abuse clearance, and annual Pennsylvania criminal records checks and TB tests. Students in the program must pass these checks prior to their first school practicum experience, and annually for the PA criminal records checks and TB tests.***

ADVISING, REGISTRATION, AND EVALUATION

Each student accepted into the program is initially assigned an adviser based on their declared interests during the application and interview process. Within the first year of the graduate program, students will be exposed to the research activities and interests of all faculty within the School Psychology program, and will be given the opportunity to change their faculty adviser if they identify another who shares more similar research interests and activities. After the first year, students are expected to complete research apprenticeship with their adviser for a minimum of 10 hours per week for the remainder of their program (until the internship year). This experience is intended to assist students in developing their research interests and experiences, and expectations for this apprenticeship should be formally established through an agreement between the student and adviser at the beginning of each semester. Students may only take on research assistantship
activities with a faculty member who is not their adviser when the faculty member is outside of the School Psychology program, and they have received formal approval from their chosen adviser.

In the first year, advisers will meet with new students and set up course requirements based on a careful review of previous courses for the determination of equivalency and transfer of credits. Proficiency exams are available when considered necessary.

When there is a question of whether a course taken at another institution is equivalent to one at Temple, the student will review the description of the course with the faculty member who teaches the equivalent course, who will make a determination about the acceptability of the course.

When requesting transfer of credits from other universities, students are required to complete the appropriate forms which may be obtained from the Graduate School website.

Student progress is assessed in didactic courses by papers, presentations, projects, and course examinations. Observations are followed by regular feedback sessions in all practica and internships. In addition, report and research writing skills are closely monitored. At weekly faculty meetings, students are discussed in order to keep track of any problems that are apparent or developing. Faculty also meet annually to formally evaluate the progress of every student in the program.

Students generally meet with advisers prior to registration and as requested. In addition, students meet with faculty once per year for formal monitoring of their progress in the program. Formal monitoring will occur in the context of a portfolio review and, when appropriate, a dissertation progress review. A file is maintained on each student to monitor his/her progress, which includes the program agreements, portfolios, and dissertation information.

Students must make appropriate academic progress to continue in the program. A student who receives more than two grades below B- or more than one F will be dismissed from the program. Students must maintain continuous enrollment (fall and spring semesters) to remain in good standing.

**STUDENT PARTICIPATION IN GOVERNANCE**

Students are invited to provide formal program feedback to the faculty at least yearly, prior to the annual faculty retreat. During the retreat, the faculty meets to review program evaluation data and student input, and decides on changes in the program. Students also participate in admissions, interviewing candidates and providing their perspective prior to the faculty making final admissions decisions. A representative from TASP, the Temple Association of School Psychologists, the student group, is invited to attend a portion of the faculty retreat in order to provide input.

Students are also encouraged to become involved in state and national organizations and to participate in lobbying and testifying about issues relevant to education and psychology.

**ELECTRONIC COMMUNICATIONS AND DEVICES**

Students are responsible for maintaining security of confidential information. Identifiable client information is NEVER to be transmitted by email, text message, or other non-secure means.
Client information should always be encrypted when stored on laptops, netbooks, tablets, flash drives, and other portable devices. Likewise, client information should be password protected or encrypted on any computer to which another person has access.

Emails, texts, and other electronic communications should be treated as FORMAL, PROFESSIONAL written communications whenever you contact a teacher, parent, client, supervisor, potential supervisor or employer, or other person related to your professional role. Informal abbreviations, “textspeak,” and emoticons should be reserved for informal communication with your peers.

You are responsible for any and all information transmitted to you via your Temple email and the email address you provided to the program. Vital information about deadlines, requirements, payments due, etc., will be sent to you from the program, College, and University. If we sent it to your email, we told you! It is your responsibility to check your email regularly.

DOCTORAL PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES

The philosophy of the Program is to prepare students for functioning as high-level scientist-practitioners who are child advocates. The Program’s four major goals are (1) to prepare students to utilize evidence-based practice in assessment, consultation, and intervention; (2) to prepare students to integrate and apply research findings to the practice of school psychology and to perform empirical research; (3) to prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations; (4) to prepare students to function at the highest level of professional, ethical, and legal standards.

The specific goals of the program are to train the students to perform the following:

1. To prepare students to utilize evidence-based practice in assessment, consultation, and intervention.

Objective 1: Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.

Competency for Objective 1 will be demonstrated by a grade of B or higher in School Psychology 567/5671: Introduction to/Advanced Cognitive Assessment (based on examinations and written papers) and School Psychology 5674: Assessment of Personality and Behavior. Competency will also be demonstrated by passing Area III of the Comprehensive Examinations.

Objective 2: Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment, and assessment of adaptive behavior.

Competency for Objective 2 will be demonstrated by passing School Psychology 5667/5671: Introduction to/Advanced Cognitive Assessment (which requires 80% or better on technical manual quizzes, 80% mastery during observed simulated testing, and error-free protocols on all major cognitive instruments), obtaining grades of B or higher in School Psychology 5674: Assessment of Personality and Behavior (based on administration and review of protocols and examinations), Educational Psychology 8621: Academic Assessment and Intervention (based on administration of
formal and informal educational assessment techniques), School Psychology 9687/9688: Psychoeducational Clinic, and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on observed clinical evaluations and review of protocols), and ratings of 3 or higher by intern supervisors.

Objective 3: Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk for school failure, and to convey the results of these assessments orally and in writing.

Competency for Objective 3 will be demonstrated by grades of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on written reports of educational evaluations), School Psychology 9687/9688: Psychoeducational Clinic (based on individual and group supervision, review of comprehensive psychoeducational reports, and direct observation of parent feedback sessions), School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on individual and group supervision and review of reports). Competency will also be demonstrated by ratings of 3 or higher by internship supervisors and ratings of 3 or higher in the Evaluation Reports section of the portfolio.

Objective 4: Students will demonstrate knowledge of the theoretical and empirical literature on consultation.

Competency for Objective 4 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on written exams and papers). Competency will also be demonstrated by passing Area II of the Comprehensive Examinations.

Objective 5: Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observations (evaluations of the instructional environment) and student observations (both structured and unstructured).

Competency for Objective 5 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on written intervention plans and group supervision).

Objective 6: Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.

Competency for Objective 6 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on case-completion reports, class discussion of required readings, class presentations, and individual reports on specific interventions). Competency will also be demonstrated by ratings of 3 or higher by intern supervisors.

Objective 7: Students will demonstrate knowledge of the theoretical and empirical literature on academic, behavioral, and psychotherapeutic interventions.

Competency for Objective 7 will be demonstrated by a grade of B or higher in School Psychology 5676: Applied Behavior Analysis (based on examination and classroom discussions) and School
Psychology 8777: Psychotherapeutic Strategies (based on papers and class discussion). Competency will also be demonstrated by passing Area III of the Comprehensive Examinations.

Objective 8: Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic, behavioral, and psychotherapeutic interventions.

Competency for Objective 8 will be demonstrated by grades of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on written reports and supervision of interventions), School Psychology 5676: Applied Behavior Analysis (based on conducting a change project, quizzes and exams, and classroom discussions), and School Psychology 8777: Psychotherapeutic Strategies (based on design and implementation of psychotherapeutic interventions in class practicum experiences, evaluated class activities, papers, and class discussion). Competency will also be demonstrated by ratings of 3 or higher on the Intervention Report section of the portfolio, and by ratings of 3 or higher by intern supervisors.

2. To prepare students to integrate and apply research findings to the practice of school psychology and to perform empirical research.

Objective 1: Students will demonstrate knowledge of research findings and the ability to critically analyze research.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 5667: Introduction to Cognitive Assessment; School Psychology 8772: Role and Function of the School Psychologist (based on literature reviews), Educational Psychology 8627: Introduction to Research Design; Educational Psychology 8825: Advanced Data Analysis (based on oral presentations, written papers, and examinations), and School Psychology 9587: School Consultation Seminar and Practicum (based on written reviews of journal articles). In addition, competency will be demonstrated by passing Area I of the School Psychology Comprehensive Exams.

Objective 2: Students will demonstrate the ability to design and conduct research to answer basic and applied questions to contribute to the expansion of scientific knowledge in general and School Psychology in particular. Within this objective is the ability to apply research design skills, apply statistical techniques appropriately and interpret the results, design the methodology for a research project, write a research proposal, including an introduction and rationale, hypotheses, a review of the literature, and methodology, and finally conduct a full research project.

Competency for Objective 2 will be demonstrated by a grade of B or above in Educational Psychology 8627: Introduction to Research Design; Ed Psy 9911: Research Apprenticeship; Educational Psychology 8825: Advanced Data Analysis (based on papers and examinations), and passing Education 9998: Dissertation Proposal Design (based on a written proposal and class discussion). In addition, competency will be demonstrated by passing Area I of the School Psychology Comprehensive Exams which includes a mandatory question focusing on the design of a research study. Competency will also be demonstrated by a rating of 3 or above on the research objective on the annual student portfolio. Finally, a student’s competency will be demonstrated by the completion of an approved dissertation proposal, approved Institutional Review Board (IRB) application, a successful dissertation defense and the submission of a final approved dissertation.
project to the Graduate School and the School Psychology Program.

Objective 3: Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular. Within this objective is the ability to present information on a relevant topic in a training format.

Competency for Objective 3 will be demonstrated by a grade of B or above in School Psychology 8772: Role and Function of the School Psychologist (based on an oral presentation), School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on observations and feedback on presentations and in seminars), and School Psychology 9687: School Consultation Seminar and Practicum, School Psychology 9687/9688: Psychoeducational Clinic (based on observations and feedback on presentations and in seminars and the development of in-service or workshop materials).

3. To prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations.

Objective 1: Students will demonstrate knowledge of diversity, including the impact of racial, ethnic, class, cultural, language, lifestyle, and ability differences on the practice of school psychology, including assessment, consultation, remediation, intervention, and working with families.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 5671: Advanced Cognitive Assessment, School Psychology 5674: Assessment of Personality and Behavior, School Psychology 8777: Psychotherapeutic Strategies, School Psychology 8771: Social Psychology, and AOD 5524: Socio-cultural Dynamics (based on contributions to class discussions, simulations, and examination). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objectives on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

Objective 2: Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic, and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.

Competency for Objective 2 will be demonstrated by grades of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on class discussion, role plays, and design of interventions), School Psychology 9687/9688: Psychoeducational Clinic and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on class discussion and papers, planning, and interpretation during clinical cases). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

4. To prepare students to function at the highest level of professional, ethical, and legal standards.

Objective 1: Students will demonstrate knowledge of the APA code of ethics, the NASP code of
ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 1 will be demonstrated by a B or better grade in School Psychology 8775: Ethical and Legal Problems in Pupil Services and passing Area IV of the School Psychology Comprehensive Exams.

Objective 2: Students will apply the knowledge APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 2 will be demonstrated by ratings of 3 or higher by practicum supervisors (based on review of clinic files, discussions during supervision, and direct supervision through closed circuit video) and by ratings of 3 or higher by intern supervisors. In addition, competency will be demonstrated by a grade of B or higher (based on class discussion, reaction papers, and direct supervision) in School Psychology 9687/9688: Psychoeducational Clinic and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities. In addition, competency will be demonstrated by a grade of B or higher (based on supervision during role play) in School Psychology 8777: Psychotherapeutic Strategies.

**COURSE SEQUENCING**

The course sequence is designed to indicate how full-time students would proceed through the program. Students enter the program with a base of core courses in the theoretical and scientific foundations of psychology. The program begins with basic courses in school psychology. Following this core are courses which blend the theoretical and scientific contributions of psychology with the problems of practical application. This blending occurs both in the introductory clinical courses and in the development of research projects. The final phase consists of practical clinical experiences in schools, agencies, and residential treatment facilities which include involvement in research that is relevant to the field. Throughout this structured program students are provided options to pursue individual projects, in addition to taking part in the research activities of their chosen adviser.

Courses which blend theoretical foundations with practical applications include approaches to intellectual and personality assessment, personality and family dynamics, clinical interviewing, psychotherapy, integrating of psychological data in reports, classroom observation, behavior assessment and functional analysis, and prescriptive intervention and consultation with teachers, parents, and administrators. Actual practical experiences occur in two psychoeducational clinics, a clinic for children with low incidence disabilities, an academic remediation practicum, a practicum in school consultation, a practicum for psychotherapeutic strategies, advanced practicum, and the full-time, year-long internship in field settings.

Interspersed throughout the program is the expectation to participate in research and project activities with individual professors. This is organized through the ongoing research apprenticeship for 10 hours per week each semester between the first and internship years.
Doctoral students must complete a residency year, which consists of full-time course work on campus. The residency year normally falls in the second or third year of study and includes the ongoing research apprenticeship.

Doctoral students are required to complete a fourth year on campus after all required coursework is completed. During this year, they will complete a year-long advanced practicum of two days per week, and are expected to complete their comprehensive exams and defend their dissertation proposals. In addition, the student may pursue additional specialization coursework (e.g., certified behavior analyst program), and work on dissertation research.

### Doctoral Students

#### Suggested Course Sequence

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<th>1st Year</th>
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<td><strong>Fall Semester</strong></td>
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<td>Sch Psych 5676</td>
<td>Sch Psych 8777</td>
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<td>Sch Psych 5672</td>
<td>AOD 5524</td>
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<td>Sch Psych 5667</td>
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<td>Sch Psych 8772</td>
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<td><strong>Spring Semester</strong></td>
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<td><strong>1st Summer Session</strong></td>
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<td><strong>Spring Semester</strong></td>
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<td>Elective (Course must be approved by Adviser)</td>
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Ed Psych 9991  
Research Apprenticeship (1 unit)

1st Summer session
Sch Psych 9788  Seminar on Children with Low Incidence Disabilities
Sch Psych 9787  Practicum on Children with Low Incidence Disabilities

(The shaded courses switch in alternate years and are typically offered only once every other year.)

3rd Year

Fall semester
Sch Psych 9688  Psychoeducational Clinic
Sch Psych 9587  School Consultation
Sch Psych 9587  Seminar in School Psychology
Education 9998  Proposal Writing
Ed Psych 9991  Research Apprenticeship (1 unit)

Spring semester
Sch Psych 9688  Psychoeducational Clinic
Sch Psych 9687  Seminar in School Psychology
Sch Psych 9587  School Consultation
Ed Psych 8960  History and Systems of Psychology
Ed Psych 9991  Research Apprenticeship (1 unit)

1st Summer session
Sch Psych 9876  Supervision in School Psychological Services

4th Year
Advanced Practicum.
Take comprehensive exam.
Complete dissertation proposal.

5th Year
After signed proposal accepted,
Sch Psych 9885/9886  Internship - 12 credits over 1 year (or 2 years half time)
Sch Psych 9999  (dissertation) - 6 credits total required, including Educ 9998 credits;
continual enrollment Fall & Spring until successful defense

INTERNSHIP CRITERIA

Once you have been offered an internship and you indicate that you will accept it, whether orally or in writing, you are ethically obligated to take that internship (unless you are medically unable to do so). Your obligation does not begin when you sign a formal contract, but as soon as you indicate
that you will take the internship. You cannot accept more than one internship offer.

1. An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skill. The internship is the culminating training experience in doctoral study and follows a programmed sequence of experiences, including practica and field experiences. The program must allow the intern opportunity for carrying out major professional functions under appropriate supervision.

2. The internship provides training in a range of assessment and intervention activities conducted with and for children and youth needing school psychological services. Interns with at least two years of experience in the delivery of school psychological services satisfactory to the preparing program may focus on supervision, consultation, and other services to a greater extent than less experienced interns.

3. The internship agency employs a clearly designated actively licensed and certified psychologist, who is responsible for the integrity and quality of the internship program. (It is not essential, however, for this person to be the one providing the supervision described below.)

4. Internship supervision should be provided by a doctoral, licensed psychologist who is also a certified school psychologist. However, in cases where interns have two or more prior years of work experience in the delivery of school psychological services that is acceptable to the preparing institution, they may have supervision provided by any professional psychologist (doctoral, licensed psychologist). This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. The supervisor may be provided by the school (agency) or the sending graduate program. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review (See 3 above).

5. Reports by the intern to consumers must be cosigned by the psychologist responsible for the intern or issued with a cover letter stating that the report has been “reviewed and approved by” the responsible (supervising) psychologist.

6. The internship includes an average of at least four hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor (described in 4 above) must provide an average of two hours a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.

7. In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing other units in delivery of health and/or child care services.

8. Supervision and education as described in 6 and 7 above will account for at least 10% (150 hours) of
the intern’s time. Some of the activities may occur at times other than the “regular” workday.

9. The total internship experience may occur in more than one setting but must include a minimum of 1500 hours and must be completed within 24 months. When the internship occurs in more than one setting and all specific internship agency criteria (i.e., #’s 1,2,3,4,5,6,7, and 15) must be met, the coordinator of intern placements for the graduate program must determine that appropriate evaluations of competence in each setting are obtained.

10. At least 25% (375 hours) of the intern’s time is in direct client contact.

11. The intern may spend up to 25% (375 hours) of the time in research activity. If the dissertation topic is not in keeping with the program of the internship agency, the research activities should not impinge on or diminish the learning activities in the intern’s other hours or the activities of the agency and its staff.

12. The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area.

13. The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.

14. Trainee has a title such as “intern,” “resident,” “fellow,” or other designation of trainee status.

15. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement about salary, benefits, reimbursement, travel, holidays, etc.

There are multiple standards for the accreditation of internships in School Psychology. Because of changing, and sometimes contradictory, guidelines by various professional and state accrediting groups, the School Psychology Program at Temple University has attempted to maintain flexible standards, which will allow our students to work in varied settings. Beginning with applications accepted in for admission in Fall 2004, all students will be required to meet the revised requirements. This revision will provide students with a full range of employment possibilities.

Note: Both internship options must include a minimum of 600 hours in a school setting. This school setting should provide experience with both regular and special education. This setting must include delivering services to children with disabilities who are placed in general (regular) education settings. In some cases, the internship may occur over two years by working 1/2 time. All one-year internships are to be paid experiences. All internships must be approved by the School Psychology Program.
Internship sites used by the program are generally well established. However, new sites can be approved. This process should be completed well in advance of the beginning date of the proposed internship.

**Internship approval process**

The following are rules for the approval of each non-APPIC internship site:

1. Collect resume of intern supervisor, which will indicate proof of each of the following:
   a. Doctoral degree (Ph.D., Psy.D., or Ed.D.) in School Psychology, or Clinical/Child Clinical Psychology
   b. Licensed in state where internship site is located
   c. Certified in school psychology in state where internship site is located
   d. Supervisory experience of at least three years

2. The Program sends copies of the program internship guidelines (which meet CDSPP standards for internships) if the site is not APPIC- or APA-approved. The supervisor is asked to submit an internship plan that meets these guidelines.

3. The Program faculty reviews the plan to ensure that all criteria for the internship site are met and notifies the intern and the supervisor of their approval.

Overall supervision must be performed by a licensed doctoral level psychologist who is also certified in school psychology. A complete description of internship sites is available from the department. Appendix A offers a partial list of recent sites.

**Option 1:** This option meets NASP standards at the doctoral level. This option also meets APA standards at the doctoral level if the supervisor holds an earned doctorate in psychology and is licensed psychologist. Option 1 requires that the student perform the total 1,500 hours (approximately 40 hours a week/44 weeks/school year) in a public school setting. All interns must be paid a stipend.

**Option 2:** This option meets NASP standards at the doctoral level. This option also meets APA standards at the doctoral level. This option is for students who, in addition to working in the schools, would like to pursue employment in other settings that serve children. In addition to the public school component, the student must perform an additional 1,500 to 2,000 hours, depending on the requirement of the site. This requirement is usually met by working 40 hours a week.

Option 2 requires that the student perform the minimally required 600 hours (approximately 40 hours week/15 weeks) in a public school setting. The stipend should be negotiated with the school district. Supervision must be performed by a nationally certified school psychologist or a psychologist holding an earned doctorate in School Psychology or related area who is certified in school psychology.

**HOW TO APPLY TO THE DOCTORAL PROGRAM**

Please note that the deadline for submission of materials was changed to DECEMBER 1 this year. Applications that are complete by that date will be given priority
for admissions, and applications received after that date will only be considered on a space-available basis.

Fill out the necessary application forms for the Ph.D. You may apply online, or print out and submit paper copies. All application materials should be sent to the Shimada Resource Center, College of Education. It is the student’s responsibility to see that everything is completed by the deadline date.

The School Psychology Program is not informed of the status of an application until it is completed and processed. We strongly urge that applicants apply early and periodically check online as to the status of their materials.

All applications and materials are reviewed by an Admissions Committee consisting of program faculty and students. Students have complete access to all admissions materials. Our students have a voice in our admissions policies since accepted applicants will become their peers and future colleagues. However, any applicants who feel that any of the contents of their applications should not be reviewed by future peers should contact the Admissions Chair in writing specifying which materials should be kept confidential.

General rules and requirements for doctoral programs and requirements for admission to the School Psychology Program can be found at the Graduate School Website <http://www.temple.edu/grad/>.

Applicants are required to submit the following materials prior to the deadline:

1. Application form and fee
2. Graduate Record Examination (G.R.E.); Verbal, Quantitative, and Analytic/Analytic Writing (official report from ETS)
3. Two (2) letters of recommendation; three preferred
4. Official transcripts from all universities attended
5. A personal statement of goals
6. A sample of scholarly writing
7. A resume or CV

In addition, an interview with program faculty and students is required for admission to the school psychology program. Applicants whose applications are not complete or who do not meet minimum criteria are not interviewed.

Prerequisites

Admission to the program is contingent upon applicants having already achieved a basic knowledge about the science of psychology. This is determined by completion of four undergraduate or beginning graduate level courses including general psychology, elementary statistics, child development, and learning theory. The requirement may be met by taking general psychology, basic statistics, learning theory, and human development at Temple University.
Criteria for Admission

Applicants are reviewed on seven major criteria: (a) undergraduate grade point average, (b) graduate grade point average (if applicable), (c) scores on the Graduate Record Examination (Verbal, Quantitative, and Analytic Writing), (d) letters of recommendation, (e) writing ability, (f) personality, maturity, interpersonal skills and life experiences which are examined as part of the interview, and (g) research ability. Special qualities such as volunteer work, enthusiasm, dedication to working with children and integrity are considered. We attempt to maintain a culturally diverse student body and also value students who have had a variety of life experiences.

While the GRE is used as one basis for admission, it is evident from the above that the program attempts to use a variety of criteria. The program takes pride on the quality and diversity of its student body, a quality which reflects our ability to choose from a large pool of applicants. (See Appendix B for demographic information on the student population.)

Master's Degree

Students in the Ph.D. program will ordinarily earn an M.Ed. after the first 30 semester hours of coursework. A student pursuing a master’s degree must demonstrate competencies associated with the earning of a master’s degree in addition to course requirements. Two options are available for demonstrating such competency.

1. A cumulative grade point average of 3.5 for 30 credits meet the requirements for awarding of the M.Ed. No rounding off of numbers is accepted. If this average drops below 3.5 the last semester of course work, the student must take a comprehensive examination the following semester. The student may apply for the master’s degree during the semester he/she will accumulate 30 hours, provided that course requirements have been met.

2. Students with lower than 3.5 have the option to pass the Master’s Comprehensive Examination, after taking 30 hours of acceptable coursework. If a student elects this option and fails the examination on the first attempt he or she must stay with this option. A student will be permitted to take the comprehensive examinations only twice.

NOTE: Apply for graduation at the Graduate School during the first week of the semester in which you plan to graduate. The Master’s degree does not confer certification in school psychology.

*Students must complete one year of the School Psychology graduate program with a GPA of 3.0 or above to be accepted into the certification program due to the Commonwealth of Pennsylvania Department of Education guidelines.*

*Students must complete the PAPA exam demonstrating adequate reading, writing, and math skills, and the PRAXIS II exam in School Psychology in order to be recommended for certification in Pennsylvania.*
There are additional requirements for licensure as a psychologist, including an additional year of post-doctoral supervised practice and examinations. Students are encouraged to review the State Board of Psychology requirements.
APPENDIX A

Affiliated Programs, Centers and Agencies

Abington School District, PA
Alfred I. DuPont Hospital, Wilmington, DE
Avon Grove School District, PA
Bancroft NeuroHealth, NJ
Berks County I.U., PA
Bucks County I.U., PA
Carbon/Lehigh I.U., PA
Centennial School District, PA
Cheltenham School District, Cheltenham, PA
Cherry Hill School District, NJ
Chester County I.U., PA
Children’s Hospital of Philadelphia, PA
Collingswood School District, NJ
Colonial School District, DE
Colonial School District, PA
Counseling or Referral Assistance (CORA), PA
Delaware County I.U., Media, PA
Devereux Foundation, Devon, PA
Eden School, Princeton, NJ
Elwyn Institute, Phila., PA
Horsham Psychiatric Hospital, Horsham, PA
Joseph J. Peters Institute, Philadelphia, PA
Maple Shade School District, Maple Shade, NJ
Mercer County Schools, NJ
Merion Schools, Merion, PA
Overbrook School for the Blind, Phila., PA
PA School for the Deaf, Phila., PA
Pemberton School District, Pemberton, NJ
Pennington Preparatory School, Pennington, NJ
School District of Philadelphia, PA
St. Christopher’s Hospital, Phila., PA
St. Joe’s Prep, Philadelphia, PA
St. Francis Xavier Elementary School, Phila., PA
Wordsworth Academy, Fort Washington, PA
APPENDIX B

Student Admissions, Outcomes, and Other Data 2014

Distribution of Doctoral Students

Gender Distribution

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>18%</td>
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<tr>
<td>Female</td>
<td>82%</td>
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Ethnicity

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<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>African-American</td>
<td>12%</td>
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<tr>
<td>Asian-American</td>
<td>24%</td>
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<tr>
<td>European-American</td>
<td>65%</td>
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<tr>
<td>Latino/a</td>
<td>0%</td>
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Median GRE Scores

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<thead>
<tr>
<th>Component</th>
<th>Median</th>
<th>New Score Equivalent</th>
</tr>
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<tbody>
<tr>
<td>Verbal</td>
<td>555</td>
<td>(156 new score equivalent) 147</td>
</tr>
<tr>
<td>Quantitative</td>
<td>645</td>
<td>(151 new score equivalent) 148</td>
</tr>
<tr>
<td>Psychology</td>
<td>640</td>
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</table>

Median UGGPA 3.48

Median GGPA 3.90 (upon entrance)

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<thead>
<tr>
<th></th>
<th>Last 5 Years</th>
<th>Last Year</th>
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<tbody>
<tr>
<td>Applicants/year</td>
<td>M = 27.4</td>
<td>Md = 27</td>
</tr>
<tr>
<td>Acceptance Rate</td>
<td>M = 9.8</td>
<td>Md = 10 (34%)</td>
</tr>
<tr>
<td>Enrolled</td>
<td>M = 6.6</td>
<td>Md = 6 (22%)</td>
</tr>
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</table>

Last 7 Years (2007-2014) Total Grads = 53

Licensure

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Grads</th>
<th>Licensed at Doctoral Level</th>
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<tr>
<td>8</td>
<td>75</td>
<td>20 (27%)</td>
</tr>
<tr>
<td>LICENSURE</td>
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<td></td>
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<tr>
<td>2004-2012</td>
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Attrition

Information about retention and graduation rates

<table>
<thead>
<tr>
<th>Year enrolled</th>
<th># enrolled</th>
<th># graduated</th>
<th># still enrolled</th>
<th># no longer enrolled</th>
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<tr>
<td>2007</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
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<tr>
<td>2008</td>
<td>7</td>
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<td>1</td>
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<tr>
<td>2009</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>2010</td>
<td>10</td>
<td>1</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>0</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2013</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>0</td>
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</table>

Time to Program Completion

*Mean* 6.4 years  
*Median* 6 years

<table>
<thead>
<tr>
<th>Time to Completion</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>&lt;5 yrs.</td>
<td>9</td>
<td>17</td>
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<tr>
<td>5 yrs.</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>6 yrs.</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>7 yrs.</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>&gt;7 yrs.</td>
<td>15</td>
<td>28</td>
</tr>
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</table>

Program Costs

Tuition costs are priced per credit hour. The costs listed here apply for Fall, Spring, and Summer I and II, 2014–2015 academic year.

*Graduate Tuition per Credit Hour*  
*In State* $805  
*Out of State* $1103

Note: Students who move to Pennsylvania to attend school will be considered out of state students for the duration of their program.

Other Fees total $345 per semester for full-time students for technology, activities, health, and recreation. Some courses carry additional materials fees. Additional information about tuition and fees can be found on the bursar’s web page [http://www.temple.edu/bursar/about/tuitionrates.htm](http://www.temple.edu/bursar/about/tuitionrates.htm)  
Information about financial assistance is available at [http://www.temple.edu/grad/finances/index.htm](http://www.temple.edu/grad/finances/index.htm)
Internships
Requirements for the completion of the PhD program include a one-year, 1650 hour internship experience. You must complete at least 600 hours in schools unless you have previously completed a school internship at the specialist level. **If you are already employed as a certified school psychologist, the internship cannot be completed in the same district where you work.** Internships can be completed over two years, half time.

<table>
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<tr>
<th></th>
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<td>Number of applicants</td>
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<td>3</td>
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<td>11</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An internship</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>A paid internship</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>6*</td>
<td>11</td>
</tr>
<tr>
<td>An APPIC member internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An APA-accredited internship</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2 (one did not complete)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Met CDSPP guidelines</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>A two-year, half-time internship</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*One unpaid internship allowed due to medical needs

Other Information:

**Facilities for Students with Disabilities:** Temple University maintains a Disabilities Resource Center for students requiring special help. The buildings are equipped with wheelchair ramps. Braille books are available as well as student readers. The program has had one blind student graduate.

**Personal counseling** is available through the University Counseling Center and the Student Health Service as well as through Temple University Hospital.

**Housing** is available privately in Philadelphia. The University maintains dormitories and apartments. Information is available through the Office of Student Housing. Philadelphia is a large metropolitan city offering diversity in housing and cultural activities. Public transportation to the University is readily available.
APPENDIX C

Graduates of the Doctoral Program

Gerald Celebre  1971  Consulting Psychologist, Health American (HMO), Havertown PA
Libby J. Falk  1971  Coordinator, Child Study Team, Cherry Hill Board of Education, NJ
H. Lee Brubaker  1972  Director of Pupil Personnel, Marple-Newtown Schools, PA: Retired Private Practice
Paul Goode  1972  Director of Special Education, Bucks County Intermediate Unit, PA, Retired; Private Practice; Part-time Faculty, Temple University.
Stanley Halpern  1972  Coordinator of Child Study Team, Delran, NJ.
Emanuel Mason  1972  Professor/Chair of the Educational Psych. Dept., Northeastern University.
Lillian Scheiner  1972  Private Practice, Cherry Hill, NJ.
Peter J. Finley  1973  Superintendent, Humbold Special Education Center, Humbold, NJ; Retired, Private Practice.
Alfred Lintner  1973  Child Study Team-Coordinator, Stratford Public Schools, NJ.
Herbert Machowsky  1973  Private Practice, Upper Dublin, PA.
Earl Miller  1973  Director of Special Education, Lehigh-Carbon County Intermediate Unit, Allentown, PA.
Michael Parnes  1973  Clinical Psychologist & Director of Psychology, West Princeton Developmental Center, NJ.
Emanuel D. Polak  1973  School Psychologist, West Deptford, NJ.
James B. Duffey  1974  Director of Non-Public Services, Montgomery County I.U., PA.
Ronald Fischman  1974  Coordinator of Psychological Services Montgomery County Intermediate Unit, PA.
Paul McDermott  1974  Associate Professor of Education, University of Pennsylvania, and Director of Psychological Measurement, The Psychological Corp.
Martin Benowitz  1975  Private Practice, Leominster, MA.
Richard Carroll  1975  Private Practice, Hamilton Township, NJ.
Mark L. Fedner  1975  Private Practice in Consultation.
John Manni  1975  Private Practice, Consultant N.J. Department of Education.
Maria C. Weychert 1975  Chair of the Psychology Department, Chestnut Hill College, Philadelphia, PA.
David W. Winikur 1975  Director of Pupil Personnel Services, New Brunswick Schools, NJ.
Robert Lehrer 1976  Director of Special Services, Greater Egg Harbor Regional High School District, Hamilton Township, Atlantic County, NJ.
James B. Lewis 1976  Director of Psychological Services, Lambertville School System, NJ.
Richard Parsons 1976  Professor of Psychology, Neumann College, Aston, PA.
Julius Romanoff 1976  Private Practice.
Michael Friedman 1977  Private Practice.
Robert Greenbaum 1977  School Psychologist, North Plainfield, NJ.
Gail Karafin 1977  Psychologist, Private Practice.
Harry Vahey 1977  Director of School Psychology Services, Maple Shade Public Schools, NJ.
Shirley Bilker 1978  Psychologist; Montgomery County Intermediate Unit, PA.; Retired.
Peter McCusker 1978  Neuropsychological Services.
Thomas Scherphorn 1979  School Psychologist, Montgomery County Intermediate Unit, PA.
Irene Sumaza 1979  Professor and Director of Dept. of Social Sciences, Inter-American University, Rio Piedras, PR.
Elliot Atkins 1980  Private Practice, Philadelphia, PA.
Anthony Bongiovanni 1980  Private Practice, Buffalo, NY; Mental Health Commissioner, Buffalo Region, NY.
Kathleen Donahue 1980  Associate Professor, Univ. of San Francisco.
Barry Kayes 1980  Private Practice.
Louis Pica 1980  Director of Clinical Services, Y.A.I.E. Academy, Westville, NJ.; Private Practice.
Norman Pitt 1980  Staff Psychologist, Health America, Philadelphia, PA.
David Bogacki 1981  Chief Psychologist, Cooper Hospital, Camden, NJ.
James Gillock 1981  School Psychologist/CST Coordinator, South Hunterdon Area Schools, Lambertville, NJ.
David Handelman 1981  School Psychologist, Oakcrest, Absegami High School, NJ.
William Lee 1981  Clinical Psychologist, Allentown State Hospital; Private
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Position/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Schwartz</td>
<td>1981</td>
<td>Private Practice.</td>
</tr>
<tr>
<td>Patricia Broderick</td>
<td>1982</td>
<td>Associate Professor, Counseling Psychology Department, West Chester State University, PA.</td>
</tr>
<tr>
<td>Harris Finkelstein</td>
<td>1982</td>
<td>Private Practice</td>
</tr>
<tr>
<td>Karole Kreuter</td>
<td>1982</td>
<td>Staff Psychologist, Meriden Child Guidance Clinic, Meriden, CT</td>
</tr>
<tr>
<td>Dolores Lally</td>
<td>1982</td>
<td>Hearing Officer.</td>
</tr>
<tr>
<td>Naomi Lennox</td>
<td>1982</td>
<td>Retired; Part-time faculty Temple University; Private Practice; Bucks County.</td>
</tr>
<tr>
<td>Sharone Maital</td>
<td>1982</td>
<td>Professor, Haifa Israel.</td>
</tr>
<tr>
<td>Bruce Miller</td>
<td>1982</td>
<td>Director, Center for Creative Development, Ardmore, PA.</td>
</tr>
<tr>
<td>Lenn Weiner</td>
<td>1982</td>
<td>Private Practice, Richmond, VA.</td>
</tr>
<tr>
<td>Helen Wintrob</td>
<td>1982</td>
<td>Clinical Assistant Professor, Department of Psychiatry, Downstate Medical Center, SUNY, Brooklyn, NY.</td>
</tr>
<tr>
<td>Pamela Blaskey</td>
<td>1983</td>
<td>Director of Psychological &amp; Educational Services, The Learning Center, Pennsylvania College of Optometry, Philadelphia, PA, part-time faculty, Temple University</td>
</tr>
<tr>
<td>Karen Brodsky</td>
<td>1983</td>
<td>Psychologist, Southern New Jersey Perinatal Cooperative, Camden, NJ</td>
</tr>
<tr>
<td>Ana-Maria Carrillo</td>
<td>1983</td>
<td>Staff Psychologist, Delta Consultants, Providence, RI.</td>
</tr>
<tr>
<td>Arnold Farley</td>
<td>1983</td>
<td>Director, Psychologist, U.S. Public Health Service, Phoenix, AZ.</td>
</tr>
<tr>
<td>Patricia Feuerstein</td>
<td>1983</td>
<td>School Psychologist, Bucks County Intermediate Unit, PA; Part-time faculty Temple University</td>
</tr>
<tr>
<td>Dennis Flanagan</td>
<td>1983</td>
<td>School Psychologist, Montgomery County, PA.</td>
</tr>
<tr>
<td>Shelly McWhorter</td>
<td>1983</td>
<td>Associate Professor of Social Work, Temple University, PA, Retired.</td>
</tr>
<tr>
<td>Beth Sofer</td>
<td>1983</td>
<td>Staff Psychologist, The Brookdale Hospital Medical Center, Brooklyn, NY.</td>
</tr>
<tr>
<td>Andrea Stern</td>
<td>1983</td>
<td>Staff Psychologist, Terry Psychiatric Center, Wilmington, DE.</td>
</tr>
<tr>
<td>Lena Ballestar</td>
<td>1984</td>
<td>Head Start Clinic Team, Phoenix, AZ.</td>
</tr>
<tr>
<td>Liliana Garcia</td>
<td>1984</td>
<td>Psychologist, Puerto Rico.</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Position</td>
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<tr>
<td>Edward Gaughan</td>
<td>1984</td>
<td>Associate Professor &amp; Director School Psychology Program, Alfred University, NY.</td>
</tr>
<tr>
<td>Aileen Hill</td>
<td>1984</td>
<td>Supervisor, Jersey Center for Counseling &amp; Psychotherapy, North Plainfield, NJ.</td>
</tr>
<tr>
<td>Alice Ouslan</td>
<td>1984</td>
<td>Associate Dean of Social Sciences, University of Puerto Rico, Humacao, PR.</td>
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<tr>
<td>Robert Petruzzi</td>
<td>1984</td>
<td>School Psychologist, Delaware County Intermediate Unit, PA.</td>
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<tr>
<td>V. Rodriquez</td>
<td>1984</td>
<td>School Psychologist, Princeton New Jersey Public Schools, Princeton, NJ.</td>
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<tr>
<td>Roberta Walker</td>
<td>1984</td>
<td>School Psychologist, Red Clay Consolidated School District, Wilmington, DE.</td>
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<tr>
<td>Kathleen Dockery</td>
<td>1985</td>
<td>School Psychologist, Harrisburg, PA.</td>
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<tr>
<td>Andrea Fina</td>
<td>1985</td>
<td>Staff Psychologist, Hilltop Preparatory School, Rosemont, PA.</td>
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<tr>
<td>Joanne Gonzalez</td>
<td>1985</td>
<td>Assistant Professor of Psychology Medical College of New Jersey.</td>
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<tr>
<td>Gary Krapf</td>
<td>1985</td>
<td>Assistant Professor, University of VA, Charlottesville, VA.</td>
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<tr>
<td>Barbara Leech</td>
<td>1985</td>
<td>School Psychologist, Pre-School Services, Delaware County Intermediate Unit, PA.</td>
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<tr>
<td>E. Papacostas</td>
<td>1985</td>
<td>School Psychologist.</td>
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<tr>
<td>Jacqueline Clarke</td>
<td>1986</td>
<td>School Psychologist, Norristown State Hospital, Norristown, PA.</td>
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<tr>
<td>Barbara Frascella</td>
<td>1986</td>
<td>School Psychologist, New Jersey.</td>
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<tr>
<td>Carol Klein</td>
<td>1986</td>
<td>School Psychologist, Private Practice.</td>
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<tr>
<td>Barbara Keane</td>
<td>1987</td>
<td>Private Practice; Psychologist, Doylestown, PA</td>
</tr>
<tr>
<td>Sharon Marchon</td>
<td>1987</td>
<td>Psychologist, Devereux.</td>
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<tr>
<td>Dolores Miranda Carroll</td>
<td>1987</td>
<td>Associate Professor of Psychology, University of PR.</td>
</tr>
<tr>
<td>Marianne Pokalo</td>
<td>1987</td>
<td>Supervising Psychologist, Atlantic County Mental Health Center, Atlantic City, NJ.</td>
</tr>
<tr>
<td>Irma Roca de Torres</td>
<td>1987</td>
<td>Director of Psychology, University of Puerto Rico.</td>
</tr>
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</table>
J. M. Rodriquez-Gonzalez 1987 Associate Professor, Inter American University.
Margarita Rodriquez Aponte 1988 School Psychologist, Baltimore, MD.
Josephine Snow 1988 Assistant Professor, Inter American University, PR.
Margarita Allegria 1989 Associate Professor Medical Center, Campus of Public Health, PR.
John D’Alessandro 1989 Private Practice Psychologist, Doylestown, PA.
John Davidson 1989 Psychologist, Penn Foundations, Doylestown, PA.
Nicolee Hiltz 1989 School Psychologist, Harrisburg, PA.
Marilyn Quinn 1989 School Psychologist, Devereux Foundations, Devon, PA.
Alicia Scribner 1989 Director of Bilingual, Special Education, Univ. of Texas, Austin, TX.
Bonnie Socket 1989 Psychologist, Devereaux Foundation, Devon, PA.
Jose Bestard 1990 School Psychologist, PR.
Jane Buddenbohn 1990 School Psychologist, Red Clay Sch. Dist., Newark, DE.
Charles Lambert 1990 School Psychologist, Upper Moreland Public Schools, PA.
Barbara Witkowski 1990 Consulting School Psychologist, Woodbine, NJ.
Robert Jann 1991 School Psychologist & Chair, Child Study Team, Hopewell Valley School District, Pennington, NJ.
Claudia Rodgers 1991 Private Practice School Psychologist, Torrance, CA.
Frances E. Boulon de Diaz 1992 Psychologist & Director of Education, Electric Co., PR.
<table>
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<tr>
<th>Name</th>
<th>Year</th>
<th>Position and Details</th>
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<tr>
<td>Gary Padover</td>
<td>1992</td>
<td>School Psychologist, Atlantic City Public Schools, NJ.</td>
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<tr>
<td>William F. Russell</td>
<td>1992</td>
<td>Clinical Director, Assessment &amp; Treatment Alternatives, PA.</td>
</tr>
<tr>
<td>Nellie Zambrana</td>
<td>1992</td>
<td>Assistant Professor, College of Education, University of PR.</td>
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<tr>
<td>Iris Vargas Moll</td>
<td>1992</td>
<td>Assistant Professor of Psychology, Carribean Central University, PR.</td>
</tr>
<tr>
<td>John M. Berna</td>
<td>1993</td>
<td>Director of Counseling Services, St. Joseph’s Prep, Philadelphia, PA; Part-time faculty, Temple University.</td>
</tr>
<tr>
<td>Gia Ostroff</td>
<td>1993</td>
<td>School Psychologist, Bucks County Intermediate Unit, PA.</td>
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<tr>
<td>Marcia K. Ruberg</td>
<td>1993</td>
<td>School Psychologist, Cherry Hill, NJ.</td>
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<tr>
<td>Mindi Wapner</td>
<td>1993</td>
<td>School Psychologist, NY.</td>
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<tr>
<td>Michael Blum</td>
<td>1994</td>
<td>School Psychologist, Riverside, NJ.</td>
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<tr>
<td>Elliott Davis</td>
<td>1994</td>
<td>Brandywine School District, DE.</td>
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<tr>
<td>Cleveland Rea</td>
<td>1994</td>
<td>School Psychologist, Lansdown Friends School; Staff Therapist, Drenk Mental Health Center.</td>
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<tr>
<td>Mary Grace Ryder</td>
<td>1994</td>
<td>School Psychologist, Devereux.</td>
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<tr>
<td>LeeAnn Trudel</td>
<td>1994</td>
<td>School Psychologist, H. C. Rockford Center, DE.</td>
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<tr>
<td>Cathy Kovatch</td>
<td>1995</td>
<td>School Psychologist, Bancroft School, Haddonfield, NJ.</td>
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<tr>
<td>Stacey Desiderato Solley</td>
<td>1995</td>
<td>Director of Program &amp; School Psychologist, American Day Treatment Center.</td>
</tr>
<tr>
<td>Bruce Zahn</td>
<td>1995</td>
<td>Assistant Professor, PCOM</td>
</tr>
<tr>
<td>Lourdes Alvarez-Ortiz</td>
<td>1996</td>
<td>School Psychologist, CT.</td>
</tr>
<tr>
<td>Barbara Barrish</td>
<td>1996</td>
<td>Full-time Parent.</td>
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<tr>
<td>Aviva Dahbany</td>
<td>1996</td>
<td>School Psychologist, Franklin Township Public Schools, NJ.</td>
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<tr>
<td>Elizabeth Gasiewski</td>
<td>1996</td>
<td>Psychologist, Assessment &amp; Treatment Alternatives.</td>
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<tr>
<td>Susan Pope Howard</td>
<td>1996</td>
<td>School Psychologist, Delaware County I.U., PA.</td>
</tr>
<tr>
<td>Francis Kahn</td>
<td>1996</td>
<td>Director of Counseling, Hilltop Preparatory School.</td>
</tr>
<tr>
<td>Karen Kaplinski</td>
<td>1996</td>
<td>Associate Professor, Bucks County Community College, PA.</td>
</tr>
<tr>
<td>Sandra Kogan</td>
<td>1996</td>
<td>School Psychologist, Baltimore County, MD.</td>
</tr>
</tbody>
</table>
Melinda Kohr 1996  Post-doctoral Fellow, Hawaii.
Roberta Krauss 1996  School Psychologist, Delaware County I.U., PA.
Lynne Peterson 1996  School Psychologist, Pennsauken, NJ.
Victor R. Roeder 1996  Psychologist, Private Practice; Court Consultant, Montgomery County, PA.
Susan Scirica 1996  School Psychologist/Therapist, Germantown Friends School, PA.
Dolores Webster 1996  School Psychologist/Therapist, Quaker School at Horsham, PA.
William Hawkey 1997  Assistant Headmaster, Pennington School, Pennington, NJ.
Patti Foster Levy 1997  School Psychologist.
Carlos Ortiz-Longo 1997  School Psychologist, CT.
Susan Perreault 1997  Licensed Psychologist, Private Practice.
Beth Rabin 1997  Assistant Professor, Immaculate Univ., PA.
Gregory Alan Roper 1997  School Psychologist, NJ
Suzanne Goldman Sall 1997  Full-time Parent; Part-time School Psychologist
Stephanie Rolls Cozzi 1998  School Psychologist, Devereaux Foundation.
Karl D. Huber 1998  School Psychologist, Baltimore, MD.
Adam S. Lemisch 1998  Director, Psychological Services, Benchmark.
Donna Catherine Perone 1998  Assistant Professor, St. Joseph University.
Kim M. Portadin 1998  School Psychologist, NJ
Erica Maria Weiler 1998  School Psychologist.
Adrienne Garro 1999  Assistant Professor, Department of Psychology, Kean University
Joanna Nova 1999  School Psychologist, NJ
Nora Santamour 1999 School Psychologist, RI
Silvia Youseff 1999 School Psychologist, VA
Mark Berman 2000 School Psychologist, Philadelphia School District, PA
Beth Csercsevits-Wykle 2000 Harcourt Educational Measurement
Karen P. Kelly 2000 School Psychologist, PA
Richa Kleiman 2000 School Psychologist, Devereux Foundation, PA
Samantha Levine Dawson 2000 School Psychologist, NJ
Bryan D. Miller 2000 Associate Professor, School Psychology Program, Gallaudet University
Lori Romano 2000 School Psychologist, Children’s Hospital of Philadelphia, PA
Pamela Snook 2000 School Psychologist, West Chester School District, PA; Part-time faculty Temple University
Carla Anne Stokes 2000 School Psychologist, Atlanta School District, GA
Dolores M. Switaj 2000 Postdoctoral Fellow - Pediatric Psychology Marshfield Clinic, Marshfield, WI
Michelle Tschoban 2000 Ft. Florence Township School District
Elizabeth Marsh Vantre 2000 School Psychologist, Unionville Chadds Ford School District, Chester County
April Weitz 2000 School Psychologist, Maple Shade School District, NJ
Sean Weston 2000 School Psychologist, Methacton School District, PA
Matthew B. Wexler 2000 School Psychologist, Abington School District, PA; Adjunct Professor, Arcadia University
Sheila Wilson 2000 School Psychologist, NJ
Jennifer Wind 2000 School Psychologist, NJ
Cory A. Bank 2001 Private Practice; Part-time School Psychologist, Upper Dublin, PA
Lynanne Black 2001 Associate Professor, Indiana University of Pennsylvania
Vicky C. Georges 2001 School Psychologist, NJ
Brenda D. Gordy-McCready 2001 School Psychologist, Delaware County IU
Melissa Marcus Herold 2001 School Psychologist, FL
Wendy Shara Landman 2001 School Psychologist, NY
Lisa Tell Rendall 2001 School Psychologist
Elisa Festa Tabasso 2001 School Psychologist, Broward County, FL
Rosemarie Visalli-Starinieri 2001 School Psychologist, Abington School District, PA
Kenneth Curran 2001 School Psychologist; Licensed Psychologist
Kimberly Potts Forde 2001 School Psychologist
Alyson Lefkowitz Defort 2002 School Psychologist
Theresa A. Erbacher 2002  School Psychologist, Delaware County Intermediate Unit; Part-time faculty, Temple University; Licensed Psychologist
Danielle LaVelle 2002  School Psychologist, Northern Bucks County; Licensed Psychologist
James Olbrich 2002  School Psychologist, Bucks County Intermediate Unit
Andrew D. Shanock 2002  Assistant Professor, College of Saint Rose, New York
Michael Sherman 2002  School Psychologist, New Jersey
Kristina Winchell 2002  School Psychologist
Gang Xie 2002  School Psychologist, Fremont School District, CA
Annemarie Clarke 2003  Director, Preschool Program SPIN; Licensed Psychologist
Tracy Grant 2003  School Psychologist, Bermuda
Jennifer Scott-Greenfield 2003  Faculty, Cecil Community College, MD
Nixa Maria Rodriguez 2003  School Psychologist, Reading School District, PA
Colleen Rutkowski-Barr 2003  School Psychologist, Bucks County I.U.
Sherry Sandler-Perlstein 2003  Maternity Leave
Joseph Stafford, III 2003  School Psychologist, Hawaii
Caroline Tisot 2003  School Psychologist, SPIN; Adjunct, Temple University; Licensed Psychologist
Joanna Wexler 2003  School Psychologist, Souderton School District, PA
Susan Calhoun 2004  School Psychologist, Hershey Medical Center; Licensed Psychologist
Robyn Fischer 2004  School Psychologist
Maria Ganci 2004  School Psychologist, PA
Matthew Joseph 2004  Private Practice, PA
Yahaira Ines Marquez Perez 2004  School Psychologist, NJ; Licensed Psychologist
Daniel Witt 2004  School Psychologist, CT
Julie Dianne Zurndorfer 2004  School Psychologist, CA
Joseph Cautilli 2005  Special Education Due Process Appeals Review Panel Officer, Commonwealth of Pennsylvania; Licensed Psychologist
Allyson Flynn 2005  School Psychologist
Sean Halloran 2005  Director of Behavioral Health Programs, Carson Valley
Bryony Kay 2005  School Psychologist, PA
Connie Kelleher 2005  School Psychologist, PA
Marie McGrath 2005  Faculty, Immaculata University; Licensed Psychologist
Chris McGlinn 2005  School Psychologist; Licensed Psychologist
Emily McKenna-Mattson 2005  School Psychologist, PA
Erin McLaughlin Sappio 2005  School Psychologist, NJ; Licensed Psychologist
Kimberly Villarin 2005  School Psychologist, PA; Licensed Psychologist
Ari Yares 2005  School Psychologist, MD
Sharon Damon 2006  School Psychologist, PA
Heidi Gómez 2006  School Psychologist, MA; Licensed School Psychologist
Brittany Lourea-Waddell 2006  School Psychologist, PA
Lynne Malara 2006  School Psychologist, PA
Diane Primerano 2006  School Psychologist, PA
Tamara Southerling-Getty 2006  School Psychologist, PA
Ian Cohen 2006  Post-doctoral Fellow, CHOP
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<tr>
<td>Dwight Hood</td>
<td>2006</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Kristin Swoszowski-Tran</td>
<td>2006</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Jennifer Daley-Trymbiski</td>
<td>2006</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Kari D’Amora</td>
<td>2007</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Stephen Kalberer</td>
<td>2007</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Anisha Kurian-Philip</td>
<td>2007</td>
<td>School Psychologist, NJ</td>
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<tr>
<td>Shannon Taich Sweitzer</td>
<td>2007</td>
<td>School Psychologist; Licensed Psychologist</td>
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<tr>
<td>Alexander Tabori</td>
<td>2007</td>
<td>School Psychologist, NC; Licensed Psychologist</td>
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<tr>
<td>Jennifer Zavertnik</td>
<td>2007</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Daneyelle Schrage</td>
<td>2007</td>
<td>School Psychologist, NJ</td>
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<tr>
<td>Jessica Glass Kendorski</td>
<td>2007</td>
<td>Autism Specialist, NJ; Faculty, PCOM; Licensed Psychologist</td>
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<tr>
<td>Meredith Weber</td>
<td>2007</td>
<td>Clinical Assistant Professor, Temple; Licensed Psychologist</td>
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<tr>
<td>Kristy Suriano Kane</td>
<td>2008</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Joy Terrell</td>
<td>2008</td>
<td>School Psychologist, LA</td>
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<tr>
<td>Amanda Amidon</td>
<td>2008</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Kristin Dyke O’Donnell</td>
<td>2008</td>
<td>School Psychologist, BCBA, PA; Licensed Psychologist</td>
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<tr>
<td>Monica Fischl</td>
<td>2008</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Brian Gattuso</td>
<td>2008</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Beth Hoffman Necowitz</td>
<td>2008</td>
<td>School Psychologist, NJ</td>
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<tr>
<td>Melissa Padula</td>
<td>2008</td>
<td>School Psychologist, PA; Licensed Psychologist</td>
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<tr>
<td>Meredith Barkley Petruccelli</td>
<td>2008</td>
<td>School Psychologist, PA; Adjunct Instructor, Temple Univ.</td>
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<tr>
<td>Donielle Cohen Friedenthal</td>
<td>2009</td>
<td>School Psychologist, NJ</td>
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<tr>
<td>Julie Dwyer</td>
<td>2009</td>
<td>School Psychologist, PA</td>
</tr>
<tr>
<td>Elizabeth Gibbons</td>
<td>2009</td>
<td>Assistant Professor, School Psychology, Gallaudet University</td>
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<tr>
<td>Stacy Mellinger</td>
<td>2009</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Tracy Paskiewicz</td>
<td>2009</td>
<td>School Psychologist, PA; Adjunct Instructor, Temple Univ.</td>
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<tr>
<td>Leslie Blue Shultz</td>
<td>2009</td>
<td>School Psychologist, NJ</td>
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<tr>
<td>Tiffany Moore Covency</td>
<td>2009</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Jaurez Johnston</td>
<td>2009</td>
<td>Licensed Psychologist (Master’s Level), PA</td>
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<tr>
<td>Robynn Pitts</td>
<td>2009</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Bridget Sweeney</td>
<td>2009</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Erin Bauersachs Falk</td>
<td>2009</td>
<td>Licensed Psychologist; Adjunct Instructor, Temple Univ.</td>
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<tr>
<td>Mei Lui</td>
<td>2009</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Eugene DeLong</td>
<td>2010</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Julia Rudin Gorelik</td>
<td>2010</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Lindsey Snyder Hogan</td>
<td>2010</td>
<td>School Psychologist, MA</td>
</tr>
<tr>
<td>Denise Dreger</td>
<td>2010</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Israel Sarasti</td>
<td>2010</td>
<td>School Psychologist, FL</td>
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<tr>
<td>Jay Tarnoff</td>
<td>2010</td>
<td>School Psychologist, PA; Adjunct Instructor, Penn State Abington</td>
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<tr>
<td>Rebecca Thompson (Penna)</td>
<td>2010</td>
<td>Pediatric Neuropsychologist, MD</td>
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<tr>
<td>Kristin Zielinski</td>
<td>2010</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Krista D’Albenzio</td>
<td>2011</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Robyn Chotiner</td>
<td>2011</td>
<td>School Psychologist, PA</td>
</tr>
<tr>
<td>Jessica Cintrón</td>
<td>2011</td>
<td>Licensed Specialist in School Psychology, TX</td>
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<tr>
<td>Jennifer Hoffman Collins</td>
<td>2011</td>
<td>School Psychologist, MD</td>
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<tr>
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<tr>
<td>Chen Sinai-Bental</td>
<td>2011</td>
<td>School Psychologist, Israel</td>
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<tr>
<td>Maureen Zdanis</td>
<td>2011</td>
<td>School Psychologist, PA</td>
</tr>
<tr>
<td>Darren Levin</td>
<td>2011</td>
<td>School Psychologist, DE Autism Program</td>
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<tr>
<td>Alison Bechberger</td>
<td>2012</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Schehera Coleman</td>
<td>2012</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Fernando Cavallo</td>
<td>2012</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Robert Sher</td>
<td>2012</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Keith Youse</td>
<td>2012</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Faith Sproul</td>
<td>2012</td>
<td>Instructor, Psychology, Temple University</td>
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<tr>
<td>Celeste Malone</td>
<td>2012</td>
<td>Assistant Professor, Howard University</td>
</tr>
<tr>
<td>Jeri Baucum McKinney</td>
<td>2012</td>
<td>School Psychologist, NC</td>
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<tr>
<td>Rebecca Greenwell</td>
<td>2012</td>
<td>School Psychologist, NY</td>
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<tr>
<td>Laura Katz</td>
<td>2012</td>
<td>School Psychologist, CA</td>
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<tr>
<td>Amber Erhart</td>
<td>2013</td>
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</tr>
<tr>
<td>Greg Naylor</td>
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<tr>
<td>Melanie Pellecchia</td>
<td>2013</td>
<td>Postdoc</td>
</tr>
<tr>
<td>Emily Cross</td>
<td>2013</td>
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<tr>
<td>Sarah Aguilar Shipley</td>
<td>2013</td>
<td>School Psychologist, PA</td>
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<tr>
<td>Erin Jurgensen</td>
<td>2013</td>
<td>School Psychologist, CA</td>
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<td>Jessica Dodge</td>
<td>2014</td>
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<tr>
<td>Perri Rosen</td>
<td>2014</td>
<td>School Psychologist, PA</td>
</tr>
<tr>
<td>Melissa Oyer</td>
<td>2014</td>
<td>School Psychologist, PA</td>
</tr>
</tbody>
</table>
FACULTY

The following is a brief summary of some of the major accomplishments and primary interests of faculty:

PROGRAM COORDINATOR:

Catherine A. Fiorello, Ph.D., NCSP, ABPP (University of Kentucky) Rank: Professor

Program Director, School Psychology

Professional Distinctions:

Nationally Certified School Psychologist; Licensed School Psychologist, KY & PA; KAPS Best Practices Award—Assessment and Evaluation, 1995; Outstanding Service Award, Division 16, APA, 2006; Member, American Psychological Association (Divs. 15, 16, 40), National Association of School Psychologists; Fellow, Pennsylvania Psychological Association, 2005; Lindback Foundation Teaching Award, 2003; ABPP Board Certified in School Psychology, 2011; Elected Fellow of Division 16 of APA, 2012.

Catherine Fiorello has published numerous articles on cognitive assessment, the development of rating scales for assessing cognitive skills, the use of cross-battery assessment to predict children's academic achievement, and integrating cognitive and neuropsychological assessment into a Response to Intervention model of special education identification. She is currently coordinating a research group on Applied Cognitive Studies which is attempting to apply cognitive psychology in the classroom. Specialization: Cognitive Assessment, Early Childhood, SLD, ADHD, Neuropsychology

Selected Publications:


**CORE FACULTY:**

Jean A. Boyer, Ph.D. (University of Cincinnati)  Rank: Clinical Assistant Professor

**Professional Distinctions:**

Nominee for the Illinois Department of Education “Those Who Care Award,” recipient of the Charles I Doyle, S.J. Award – Loyola University Day School for Emotionally Disturbed Children, and the National College of Education: NCE Teaching Fellowship. Also, a member: Association for Positive Behavior Support, National Association for the Education of Young Children, Kappa Delta Pi Academic Honor Society, and the National Association of School Psychologists. She currently serves as the Education Delegate for the Association of School Psychologists of Pennsylvania, and is Past President of the Trainers of School Psychologists for ASPP.

Jean Boyer’s research interests include the use of positive behavior supports and early literacy initiatives to build resiliency in children, and the development of consultation relationships to promote system-wide implementation of effective practices. Her work is based on a collaborative, eco-behavioral problem solving model that focuses on the development of interpersonal relationships to support person-centered planning, prevention, data-based decision making, and a systematic procedure to approach problem situations.

Jean A. Boyer practiced as a school psychologist and mental health consultant in a variety of settings, including public schools, day care centers, HeadStart, and residential schools for the deaf. Her interests include working with families of young children, pre-service teacher preparation, positive behavior supports and social skill development, and crisis prevention and response. Dr. Boyer has presented on these topics at numerous state, national and international conferences, conferences, including the American Education Research Association, the American Psychological Association, the Association for Positive Behavior Support, the International Association for School Psychology, and National Association of School Psychologists as well as providing many staff development workshops for teachers, administrators, families, and student support personnel across the country. Before assuming her current position at Temple University as teaching faculty in the school psychology program, Dr. Boyer was an assistant professor in the Inclusive Early Childhood Education program at the College of Mount St. Joseph in Cincinnati. Dr. Boyer is also affiliated faculty in the Applied Behavior Analysis Program at Temple.
Selected National Publications and Presentations:


Frank Farley, Ph.D. (Institute of Psychiatry, University of London, UK).  Rank: Professor

Professional Distinctions:

psychological/psychiatric diagnosis, critical analyses of psychological science, among other topics. He is in constant demand for interviews in the media, including CNN, MSNBC, ABC, NBC, CBS, FOX, USA Today, Philadelphia Inquirer, national and local radio.

Selected Publications:


Laura L. Pendergast, Ph.D., NCSP (The Pennsylvania State University) Rank: Assistant Professor

Professional Distinctions:

School Psychology Research Collaboration Conference Early Career Scholar Award, 2013; Specialization in Culture and Language Education (SCALE) fellow, 2008-2010; Fred L. Yaffe scholarship for outstanding achievement in research, 2006; Eastern Illinois University, Honors College research grant, 2005. Dr. Pendergast is a member of the American Psychological Association, the National Association of School Psychologists, and the Association for Psychological Science.

Laura Pendergast’s research focuses primarily on the study of psychometric and multicultural issues in the assessment and diagnosis of childhood emotional and behavioral disorders such as ADHD, pediatric bipolar disorder, and depression.

Selected Publications and Presentations:


youth. Manuscript under review.


Nathaniel P. von der Embse, Ph.D., NCSP (Michigan State University) Rank: Assistant Professor

Professional Distinctions:

School Psychology Research Collaboration Conference Early Career Scholar Award, 2013; President’s Award for Outstanding Contribution, National Association of School Psychologists, 2012; Fellow, US Department of Education OSEP Training Grant, Interdisciplinary Leadership Training in the Transportability of Evidence-based Interventions to Diverse Populations, 2010-2012; Hyman-Lambert Scholarship, American Academy of School Psychology, 2011. Dr. von der Embse is a member of the American Psychological Association and Division 16, the National Association of School Psychologists, the International School Psychology Association, and the American Educational Research Association. He is a founding member of the NASP Social Justice Interest Group and is a member of the NASP Government and Professional Relations Workgroup.

Nate von der Embse’s research focuses on internalizing behavior assessment and intervention, test anxiety, high-stakes testing and educational accountability policy, school mental health, and social justice and advocacy.

Selected Publications and Presentations:


anxiety among young children: Elementary school students’ anxious responses to high-stakes
testing. Psychology in the Schools. 50 (5), 489-499. doi: 10.1002/pits.21689
50 (1), 57-71. doi:10.1002/pits.21660
von der Embse, N. & Hasson, R. (2012). Test anxiety and high-stakes tests: Implications for
psychologist position openings: Implications for trainers. Trainers’ Forum: Journal of the Trainers
of School Psychologists, 30, 7-19.
inclusion for students with Autism Spectrum Disorders. Intervention in School and Clinic, 47, 22-
30. doi: 10.1177/1053451211406545

Meredith Weber, Ph.D., NCSP (Temple University) Rank: Clinical Assistant Professor

Professional Distinctions:

Meredith Weber is a licensed psychologist and a school psychologist who is certified in Pennsylvania
and nationally. She has done trauma work with children, adolescents, and families for the last seven
years. Dr. Weber received a university fellowship during her studies at Temple. She completed her
post-doctoral fellowship at the CARES Institute in New Jersey under the training of Esther
Deblinger. Meredith has worked with children and adolescents in residential treatment facilities and
has trained others in TF-CBT, while also teaching and guest lecturing about trauma and sexual
behavior problems locally. For several years, Meredith was a supervising psychologist at the Joseph J
Peter’s Institute (JJPI) in Philadelphia, an outpatient clinic serving children, teens, and adults who
have survived sexual abuse, or who have demonstrated sexual behavior problems or committed a
sexual offense. She is a member of the American Psychological Association, The Division of
Trauma Psychology, the National Association of School Psychologists, and the Pennsylvania
Psychological Association.

Selected Publications and Presentations:

Programs for Classroom Management and Discipline. Chapter 35: Bullying: Theory,
Research, and Interventions. In C. M. Evertson & C. S. Weinstein (Eds.), Handbook of
Classroom Management: Research, Practice, and Contemporary Issues. Lawrence Erlbaum, Inc.

at the Temple University School Psychology Conference, Philadelphia, PA.

at the Pennsylvania Psychological Association, Harrisburg, PA.
Affiliated Faculty

James P. Byrnes, Ph.D. – Temple University
Professor: Educational Psychology - Cognition and Learning

Joseph DuCette, Ph.D. – Cornell University
Professor: Educational Psychology - Research Methods and Statistics

Kenneth Thurman, Ph.D. - Peabody College of Vanderbilt University
Professor: Special Education

Additional Part-Time Faculty

Dr. John Berna
Dr. Kari D’Amora
Dr. Erin Falk
Dr. Patricia Feuerstein
Dr. Naomi Lennox
Dr. Kelly McElrath
Dr. Caroline Tisot