

## **School Psychology: Doctoral Study at Howard University**

The Howard University School Psychology Program (HUSP) is structured to meet the requirements for licensure as a school psychologist (Nationally Certified School Psychologist) and psychologist. The program is currently fully NASP approved, with training requirements that are fully aligned with both NASP and APA standards of graduate training for Doctoral level psychologists.

### **Professional Training Sequence**

The Howard University School Psychology (HUSP) Doctoral training sequence involves 5-6 years of full-time study. Emphasis is placed on developing cultural, clinical, and scientific competencies necessary for students to assume the responsibilities of a psychologist primarily in school, clinical and community settings, as well as in university faculty positions. Graduate students are expected to progress toward the Doctoral degree by achieving five graded and sequential levels of competency. These five levels of competency/progress are aligned with training standards from NASPs Domains of Training and Practice and APAs Competency benchmarks for Professional Psychology, and include: the Psychology Scholar (Year 1), the Psychology Apprentice (Year 2), the Emerging Scientist-Practitioner (Year 3), the Doctoral Candidate (Year 4), the Pre-Doctoral Intern (Year 5), and the Doctoral Graduate (Year 6). Students' matriculation or progress through each level is competency-based, rather than "time-based" and thus, is evaluated annually through the annual review process. Students must successfully complete/achieve each level of competency before matriculating onto the next level of training. The training curriculum balances competencies in theoretical, applied, and scientific aspects of psychology and school psychology through a sequence of didactic and experiential training experiences (see the HUSP Doctoral Curriculum—Course Sequence & Benchmarks Table below).

The HUSP Doctoral program curriculum is designed for students entering at the post-Bachelor's level of study. For graduate students who enter the program with existing graduate-level (Masters) work from Howard or another university, the Program Director, in consultation with core HUSP faculty, will make recommendations by the end of the first semester as to which courses taken elsewhere should be credited toward the HUSP doctorate. If the student wishes to receive credit for one of the core school psychology courses, approval **must** be obtained from the HUSP faculty teaching that course before a recommendation is made by the Program Director. With regard to other transfer credits (non-core HUSP courses), the student's advisor will make a recommendation to the Program Director and HUSP faculty at large regarding the applicability of the courses/credits of interest.

## Summary of Field Training Sequence: Practicum and Internship

The professional training sequence in School Psychology is designed to incorporate clinical training experiences (integrated with didactic course work) during each year of the program:

**Year 1:** Students complete brief, structured, course-based practical experiences (pre-practicum experiences during the Intro to School Psychology course) designed to increase their understanding of, and exposure to, the roles and functions of School Psychologists.

**Year 2:** Students participate in a structured two-semester Practicum in School Psychology Assessment (1cr each), one day per week in local elementary or middle schools. Students gain experience with various aspects of the assessment process. Clients may present with academic challenges or general behavioral concerns.

**Year 3:** Students complete a structured two-semester Practicum in School Psychology Assessment & Intervention (2cr each), two days a week in local elementary, middle, or high schools. Students gain additional assessment and case conceptualization skills, and engage in direct and indirect intervention services. Clients may present with academic challenges, severe behavior disorders, or social-emotional concerns.

**Year 4:** Students complete a structured two-semester Practicum in School Psychology & Supervision (3cr each), two-three days a week. Students have the option of gaining additional school-based experience, or completing an individualized Practicum designed to provide training in a specialized setting or with a special population; students also gain knowledge and experience in the supervision of psychological services (students will provide supported supervision for junior level graduate students). Clients may present with the full range of academic, social, emotional, and behavioral concerns.

**Year 5:** Students complete a full-time 9-12-month (or part-time 24-month) internship (1800-2000 clock hours total). Client population presents with the full range of academic, social, emotional, and behavioral concerns.

### Areas of Training:

- Foundations in Scientific Psychology
- Theoretical Foundations of Practice
- Psychological Assessment, Intervention, and Consultation/Prevention (Core)
- Research Methods & Evaluation
- Applied Psychology & Field Experiences

**TOTAL HOURS:** 118 credits

## HUSP DOCTORAL SCHEME COURSE SEQUENCE & BENCHMARKS

### FIRST YEAR- The Psychology Scholar

<i>Fall Semester</i>		
<b>HUDE 222</b>	Introduction to School Psychology	3
<b>HUDE 322</b>	Individual Assessment of Cog Ability I	3
<b>HUDE 201</b>	Human Development (or Alt. Lifespan Dev.)	3
<b>HUDE 605</b>	Clinical Interviewing/Micro-Counseling	2
<b>HUDE 300</b>	Educational Research I	1
<b>HUDE 447</b>	Cult. Diversity in Psych Practice	3
<b>TOTAL</b>		<b>15</b>
<i>Spring Semester</i>		
<b>HUDE 432</b>	Cog II: Culturally Competent Assessment	3
<b>HUDE 516</b>	Cognitive/Affective Basis of Behavior	3
<b>HUDE 400</b>	Intermediate Statistics	3
<b>HUDE 446</b>	Professional Ethics & Legal Issues in Psychology	3
<b>HUDE 300</b>	Educational Research I	1
<b>TOTAL</b>		<b>13</b>
<i>Summer Semester (Optional)</i>		
<b>HUDE 227</b>	Personality and Social Psychology	3
<b>TOTAL</b>		<b>3</b>

### Benchmark in Preparation For Practicum

- Attend New Student Orientation (Sept/Oct)**
- Review program, APA/NASP training standards; Review written Doctoral Plan of Study (by Dec)**
- HUSP Taskstream online student assessment & tracking system**
- Complete Dispositions and Demographic (background questionnaire) surveys through TaskStream**
- Join at least one state/national/international professional psychology association (e.g., APA, NASP, ABAI, ABPsi, etc.)**
- Attend at least one local psychology-related professional conference (e.g., DCSP, MSPA, HU Graduate Research Symposium, etc.)**
- Successfully complete Pre-practicum activities (Intro to School Psychology)**
- Join and Participate in School Psychology Club (SASP)**
- Apply for funding for the following year (Jan/Feb)**
- Develop research agenda through Ed Research I course**

- Complete Responsible Conduct in Research (RCR) and CITI Human Subjects Research courses**
- Take Expository Writing exam**
- Collect/Create documents and materials for E-Portfolio**
- Review initial Portfolio progress with Advisor (Dec)**
- Complete, upload, and pass Benchmark Course Assignments and “Psychological Scholar” (Year 1) Portfolio to Taskstream for Annual Review (May)**
- Maintain above “B” GPA for entire year**

## SECOND YEAR- The Psychology Apprentice

<i>Fall Semester</i>		
<b>HUDE 421</b>	Introduction to Applied Behavior Analysis	3
<b>HUDE XXX</b>	Pediatric Psychology (or elective, if course not offered)	3
<b>HUDE 455</b>	Issues and Trends in Measurement Theory	3
<b>HUDE 500</b>	Advanced Statistics	3
<b>HUDE 301</b>	Educational Research II	1
<b>HUDE 333</b>	Practicum in School Psychology Assessment	1
<b>TOTAL</b>		<b>14</b>
<i>Spring Semester</i>		
<b>PSYC 211</b>	Brain and Behavior	3
<b>HUDE 429</b>	Psychoeducational Assessment	3
<b>HUDE 504</b>	Advanced ABA: Clinical Research and Practice	3
<b>HUDE 502</b>	Multivariate Analysis	3
<b>HUDE 301</b>	Educational Research II	1
<b>HUDE 333</b>	Practicum in School Psychology Assessment	1
<b>TOTAL</b>		<b>14</b>
<i>Summer Semester (optional)</i>		
<b>HUDE 333</b>	Practicum in School Psychology Assessment	1
<b>HUDE 300</b>	Educational Research II	1

### Benchmarks in Preparation for Practicum

- Meet with Advisor regarding feedback from Annual review (develop remediation plan as needed)
- Present or attend at least one state or national psychology-related professional conference (e.g., NASP, APA, ABpsi, MSPA, etc.)
- Attend HUSP program Meeting
- Participate in School Psychology Club (SASP)
- Apply for funding for the following year (Jan/Feb)
- Collect/Create documents and materials for E-Portfolio
- Review Portfolio progress with Advisor (Dec)
- Complete, upload, and pass Benchmark Course Assignments and “Psychology Apprentice” (Year 2) Portfolio to Taskstream for Annual Review (May)
- Successfully complete Assessment-related Practicum experiences
- Maintain above “B” GPA for entire year

### THIRD YEAR-The Emerging Scientist Practitioner

<i>Fall Semester</i>		
<b>HUDE 327</b>	Developmental Psychopathology of Childhood	3
<b>HUDE 529</b>	Child Abuse & Neglect	3
<b>HUDE 430</b>	Consultation in School Psychology	3
<b>PSYC 222</b>	Social Psychology of the Individual	3
<b>HUDE 333</b>	Practicum in School Psychology Assessment & Intervention	2
<b>TOTAL</b>		<b>14</b>
<i>Spring Semester</i>		
<b>HUDE 404</b>	Psychodiagnostics: Soc-Emotional-Behavioral Assessment	3
<b>HUDE 521</b>	RtI and the Prevention of Academic Problems	3
<b>HUDE 521</b>	Theories and Methods of Mental Health Intervention and Prevention	3
<b>HUDE 502</b>	Design & Analysis of Research Projects	3
<b>HUDE 333</b>	Practicum in School Psychology Assessment & Intervention	2
<b>TOTAL</b>		<b>14</b>
<i>Summer Semester (optional)</i>		
<b>HUDE 333</b>	Practicum in School Psychology Assessment & Intervention	2

### Benchmarks in Preparations for Pre-Doctoral Internship

- Meet with Advisor regarding feedback from Annual review (develop remediation plan as needed)
- Present at local or national professional conference (e.g., APA, NASP, ABAI, MSPA, Graduate Research Symposium, etc.) or submit scholarly paper for publication (e.g., paper based on apprenticeship project, or a research/discussion paper in collaboration with peers/faculty)
- Attend HUSP program meetings
- Participate in the School Psychology Club (SASP)
- Continue to Collect/Create/Update documents and materials for E-Portfolio
- Successfully complete Assessment & Intervention-related Practicum experiences
- Complete, upload, and pass Benchmark Course Assignments and “Scientist-Practitioner” (Year 3) Portfolio to Taskstream for Annual Review
- Maintain above “B” GPA for entire year
- Take NCSP (Praxis II) Examination by end of Summer; (NOTE: passing score must be submitted by Oct 15<sup>th</sup> prior to application for internship in Fall, 4<sup>th</sup> year)

#### FOURTH YEAR- The Doctoral Candidate

<i>Fall Semester</i>		
<b>HUDE 401</b>	Evaluation Methodology	3
<b>HUDE 444</b>	Group Processes	3
<b>Xxx</b>	Counseling/Therapy Elective (Systems, Psychodynamic, or Cog-Behav Interventions)	3
<b>PSYC 206</b>	History & Systems in Psychology	3
<b>HUDE 333</b>	Practicum in School Psychology and Supervision	3
<b>TOTAL</b>		<b>15</b>
<i>Spring Semester</i>		
<b>PSYC 288 or 271</b>	Neuropsychological Assessment OR Psychopharmacology	3
<b>EDUC 330</b>	Seminar in School Psychology	3
<b>Xxx</b>	Subspecialty Elective	3
<b>PSYC 266</b>	Psychology of Exceptional Children	3
<b>HUDE 333</b>	Practicum in School Psychology and Supervision	3
<b>TOTAL</b>		<b>15</b>
<i>Summer Semester (optional)</i>		
<b>XXX</b>	Specialty Elective	3
<b>HUDE 333</b>	Practicum in School Psychology & Supervision	3

#### Benchmarks in Preparation for Pre-Doctoral Internship

- Meet with Advisor regarding feedback from Annual review (develop remediation plan as needed)
- Apply for Internship (NOTE: Passing scores from School Psychology Certification Exam must be submitted prior to Oct 15<sup>th</sup>)
- Present at local or national professional conference (e.g., APA, NASP, ABAI, MSPA, Graduate Research Symposium, etc.) or submit scholarly paper for publication (e.g., paper based on apprenticeship project, or a research/discussion paper in collaboration with peers/faculty)
- Continue to Collect/Create/Update documents and materials for E-Portfolio
- Successfully complete School Psychology Practicum & Supervision experiences
- Complete , upload, and pass Benchmark Course Assignments and “Doctoral Candidate” (Year 4) Portfolio to Taskstream
- Maintain above “B” GPA for entire year
- Demonstrate Core APA Competency Benchmarks in Readiness for Internship (as evaluated by Faculty/Practicum Supervisors)

Successfully Propose Dissertation (NOTE: Dissertation Proposal must be completed & approved before beginning Internship in 5<sup>th</sup> year)

**FIFTH YEAR- The Pre-Doctoral Intern**

<i>Fall Semester</i>		
<b>HUDE 509</b>	Dissertation Research	1
<b>HUDE 519</b>	Internship in School Psychology	1
<b>TOTAL</b>		<b>2</b>
<i>Spring Semester</i>		
<b>HUDE 509</b>	Dissertation Research	1
<b>HUDE 519</b>	Internship in School Psychology	1
<b>TOTAL</b>		<b>2</b>
<b>TOTAL DOCTORAL CREDITS</b>		<b>118</b>

**Benchmarks in Preparation for Pre-Doctoral Internship**

- Successful completion of Internship (NOTE: All coursework and Dissertation Proposal must be successfully completed to engage in the Internship)**
- Continue to Collect/Create/Update documents and materials for E-Portfolio**
- Upload full “Pre-Doctoral Intern” (Year 5) Portfolio to TaskStream for online review by faculty (May)**
- Demonstrate Core APA Competency Benchmarks in Readiness for Entry to Professional Practice (as evaluated by Faculty/Internship Supervisor)**
- Successfully Defend Final Dissertation project (Summer Year 5, recommended); Complete dissertation within 2 years of completing internship (required).**