

PSYCHOLOGY

The Programs

The Department of Psychology offers:

- Guidance Services, Supervisory Certification (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/guidance-services-supervisory-certificate/>)
- Psychology/Clinical Psychology, M.S. (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/psychologyclinical-psychology-ms/>)
- Psychology/School Psychology, M.S. (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/psychology-school-psychology-ms/>)
- School Counseling, M.Ed. (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/school-counseling-med/>)
- School Counseling, Post-Masters Certification (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/school-counseling-post-masters-certificate/>)
- School Psychological Services, Supervisory Certification (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/school-psychological-services-supervisory-certificate/>)
- School Psychology Post-Master's Certification (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/school-psychology-post-masters-certification/>)
- School Psychology, Ed.S. (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/school-psychology-eds/>)

The Department of Psychology offers six programs of graduate study:

1. Master of Science degree in Psychology, School Psychology (30 s.h.)
2. Educational Specialist in School Psychology (64 s.h.)
3. Supervisory certification in School Psychological Services (15 s.h. plus five years' experience as a certified school psychologist)
4. Master of Education degree with specialization in school counseling (39 s.h. plus 12 s.h. certification)
5. Certification in preK-12 school counseling (48 s.h.)
6. Supervisory certification in guidance services (15 s.h. plus five years' experience as a certified school counselor)

Information specific to school psychology students is contained in the *School Psychology Handbook*, available from their advisor.

Departmental Philosophy

The programs offered by the Department of Psychology are based on an underlying philosophy that graduate training in psychology and counseling should contain four essential components: academic training in relevant theory and knowledge; research skills and an ability to evaluate research critically; practical experience that can be directly useful in subsequent professional employment; and a high degree of self-awareness and interpersonal relationship skills.

The graduate programs in psychology and school counseling are designed primarily to train practicing psychologists and school counselors. We are committed to the development of individuals who can knowledgeably and effectively practice their profession in the community and in the school. The focus of the Master of Science program is to train

service providers in psychology and professional counseling who will work in mental-health or educational settings. The Master of Education program is focused on preparation of professional counselors as applied to school counseling. The objective of the school psychology education specialist program is to train service providers who apply psychology to school settings. The school counseling certification program offers certification in elementary and/or secondary school counseling. The supervisory certification in school psychological services is for individuals who wish to oversee school psychology programs or school psychologists. The supervisory certification in school guidance services is for individuals who wish to oversee school counseling programs.

These programs are competency-based programs. It is assumed that acquisition of knowledge and skill development should proceed sequentially. The development of skills requires a series of practical experiences in both coursework and field experiences. Consequently, the programs emphasize the practicum/internship experiences of students in conjunction with the development of professional growth.

Admission Requirements

Applicants to the Master of Science degree programs in clinical or school psychology or the certification in school psychology program are required to have a minimum of 18 undergraduate semester hours in psychology.

Applicants to the Master of Education degree program or the school counseling certification program are required to have a minimum of six semester hours in undergraduate or graduate education courses, and six semester hours in undergraduate or graduate general and developmental psychology. Refer to the *Master of Education and Certification in School Counseling* section for further details on these prerequisites.

In addition to an official transcript, three letters of recommendation, an autobiographical sketch indicating how the student's desire for advanced training in psychology/counseling developed, a group interview with the program staff and a writing sample form the basis for admission. Graduate Record Examination scores are required for applicants with lower than a 3.0 undergraduate cumulative grade-point average (148 minimum score on verbal, 147 minimum score on the quantitative components and 3.5 minimum score on analytical writing component). For all other applicants, submission of GRE scores is optional.

Students seeking admission to the certification in school psychology program, having completed graduate coursework or received a master's degree from another institution, and students interested in certification in the supervision of school psychological services may obtain details regarding admission procedures by contacting the graduate coordinator of school psychology: 717-871-4420. Students seeking admission to the school counseling certification program after receiving a master's degree from another institution, and students interested in supervision of school guidance services should obtain information from the graduate coordinator of school counseling: 717-871-7267.

Evaluation of Students

The Department of Psychology has the responsibility of evaluating its students to ensure that they will have the skills and competencies necessary for professional positions. To assure a sufficient level of competency, several methods of evaluation are employed.

Grades

In most courses, grades are determined by the student's ability to demonstrate to the instructor's satisfaction that the subject has been mastered. In skills courses, grades are based on mastery of

academic content and also on the instructor's evaluation of the student's demonstration of appropriate clinical and interpersonal skills and dispositions. A grade of A indicates outstanding performance, a grade of B indicates good performance, and a grade of C indicates clearly unsatisfactory performance. Plus/minus grades are given at the instructor's discretion.

Grades of C+, C and C-

If a student receives a grade of C+ or below, that student is automatically placed on departmental probation, and the student's overall performance is reviewed by the graduate faculty. A student receiving a grade of C+ or below should first have a conference with the instructor who gave the grade. The purpose of this conference is to reach an understanding of the reasons behind the grade. Additionally, the student is required to write a letter to the graduate program coordinator of his/her program indicating (a) the student's perception of the problem(s) that led to his/her poor grade, and (b) what he/she intends to do to correct those problems and prevent recurrence.

Typically, students are expected to repeat the course in which they received their first C+ grade or below in order to remove the original grade and obtain a grade of B- or better.

If the student receives a second C+ or below, the student is subject to dismissal from the psychology and counseling programs, pending review by the graduate faculty.

Grades of Incomplete

A grade of "Incomplete" will be given only to provide the student with the opportunity to complete unfinished work without attending class. Students will be informed in advance, if at all possible, about the pending grade of "Incomplete." A mutually acceptable, written agreement between the instructor and the student receiving the grade must be created to specify the deadline to complete the requirements, content of the requirements and default grade in the event that requirements are not met by deadline.

Grades of F

A grade of F will be given to any student found guilty of plagiarism or other academic dishonesty. Students who receive an F in any course in the program may be dismissed from the psychology and counseling programs, pending review by the graduate committee.

Core Competency Examination for Psychology

Students in the school psychology and clinical psychology programs will be required to pass the Core Competency Examination (CCE). Students who have completed graduate coursework at another institution must take the CCE for core courses completed at Millersville University; however, for core courses that were accepted for transfer credit at program admission, the corresponding CCE need not be taken. Passing the exam is required prior to registering for any assessment or selected advanced therapy courses and is a necessary component of advancement to degree candidacy.

1.
 - a. Each student must take the relevant CCE at the end of the semester following the successful completion of each appropriate core course (i.e., January, May and August). Students should contact the psychology office for specific dates and times. The core courses for Clinical Psychology are PSYC 530 Child Development within the Family System; PSYC 612 Research Design & Statistical Analysis; and PSYC 635 Psychopathology.

For School Psychology, the core courses are PSYC 530 Child Development within the Family System; PSYC 612 Research Design & Statistical Analysis; and PSYC 600 Professional Seminar.

- b. If a student fails one or more sections of the CCE, they must retake the failed section(s). Normally, this occurs at the end of the following semester; however, students can petition, in consultation with their advisor and the appropriate graduate coordinator, to delay retesting if remedial work is deemed necessary or advisable.
2. If all components of the Core Competency Examination are not passed the second time, the graduate committee will decide on the disposition of the student's case. Students should be aware that one option is dismissal from the program. A third and final attempt may be allowed but only after an appropriate remedial plan has been developed and fully executed. This may involve retaking of the relevant core course.
3. Students are limited to no more than 27 completed credits without passing all of the CCEs. Furthermore, certain courses require successful completion of the CCEs. Students who do not pass the CCEs are expected to drop themselves from these courses, even if they are already enrolled.

Clinical Competence Review Process

Students who are judged to lack clinical skills, counseling skills, professional competence or professional dispositions are subject to dismissal from the psychology and counseling programs. All faculty teaching graduate courses are qualified and ethically bound to evaluate all the above-mentioned skills and competencies. If there are any concerns, the program faculty may operate on a decision-making continuum, consistent with standards of practice in the profession, which could include a meeting with the student and appropriate parties to share feedback about clinical and dispositional concerns, the development of a specific remediation plan, temporary suspension from coursework, or unilateral dismissal from the graduate program after review and vote by the graduate committee.

Ethical Principles of Psychologists and School Counselors

Students whose behavior in any way indicates a breach of the standards specified by the American Psychological Association, the Pennsylvania Psychological Association, the Pennsylvania State Licensure Board, the National Association of School Psychologists, the American Counseling Association or the American School Counselor Association are subject to dismissal from their program.

Grievance Procedure

Students should be aware that there is a student grievance procedure. A grievance should be submitted in writing to the graduate committee in care of the current graduate program coordinator. The graduate committee in conjunction with the grievance committee will attempt to resolve the complaint. If this process does not resolve the complaint, the matter should be handled as specified in the *Policies Governing Graduate Courses: Academic Appeals* under the *Academic Policies* section.

Degree Candidacy for Psychology Programs

To advance to degree candidacy, all students must meet the following requirements:

1. Pass all core courses with a 3.0 GPA or better;
2. Pass the Core Competency Examination;

3. Receive a satisfactory evaluation from the psychology department graduate committee.

Degree Candidacy for School Counseling Program

To advance to degree candidacy, all students must meet the following requirements:

1. Pass the Phase I core courses with a 3.0 GPA or better. SCCN 621 Counseling Theory and Practice I, SCCN 645 Career Development, PSYC 530 Child Development within the Family System;
2. Satisfactory progress on School Counseling Competency Project;
3. Receive a satisfactory evaluation from the school counseling program faculty and the graduate committee, after passing guidance program development.

Degree candidacy for eligible students will be updated once in the fall and spring semesters.