



UNIVERSITY OF
**DETROIT
MERCY**

Specialist in School Psychology

APPROVED BY THE NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP)

University of Detroit Mercy's Specialist in School Psychology (SSP) degree is a 3-year, full-time, 66-credit-hour program. This includes a 3-semester practicum during the second year and a 9-month, full-time (minimum 1,200 hours) internship in a school setting completed during the third year.

The program accepts only full-time students, in cohorts of 8 to 12. The cohort system enables students to progress through the program as a unit, during which time a supportive "community" develops. The smaller class size ensures a student-to-faculty ratio that allows more personal interaction with the faculty.

Program Objectives

The program is designed to provide a strong and broad-based knowledge of both psychology and education, and to prepare students to apply that knowledge within school settings. Objectives are as follows:

1. Graduates recognize the dignity and intrinsic worth of all individuals and demonstrate respect for human diversity and individual differences.
2. Graduates are able to deliver a full range of school psychological services, including:
 - a. Assessment of individuals and systems;
 - b. Intervention design; and
 - c. Provision of both direct and indirect services.
3. Graduates are advocates for children on both the individual and the group levels.
4. Graduates communicate clearly and effectively. They demonstrate appropriate, respectful conduct in their professional interactions with others.
5. Graduates adhere to legal and ethical standards in their professional practice.

Program Philosophy

The program philosophy may be conceptualized as a foundation of several important, but complementary concepts, embedded within an overall scientist-practitioner orientation:

1. Evidence-based practices
2. Consultation-based services
3. Behavior analytic intervention design
4. Social-cognitive/eco-behavioral orientation

The core content for the program is based upon the nationally recognized standards for training and practice established by the National Association of School Psychologists. The 10 domains are:

- Data-based decision making and accountability
- Consultation and collaboration
- Interventions and instructional support to develop academic skills
- Interventions and mental health services to develop social and life skills
- School-wide practices to promote learning
- Preventive and responsive services
- Family-school collaboration services
- Diversity in development and learning
- Research and program evaluation
- Legal, ethical, and professional practice

Website: udmercy.edu/schoolpsychology

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Curriculum*

PYC 5030	Statistics
PYC 5420	Child & Adolescent Development
PYC 6030	Developmental Psychopathology
PYC 6400	Applied Behavior Analysis
PYC 6120	Counseling for the School Psychologist
PYC 6121	Counseling Lab
PYC 6150	School Psychology Consultation I
PYC 6160	School Psychology Consultation II
PYC 6200	School Psych Assessment & Interventions IA
PYC 6155	School Psych Assessment & Interventions IB
PYC 6201	Field Experience for PYC 6300
PYC 6210	School Psych Assessment & Interventions II
PYC 6211	Field Experience for PYC 6210
PYC 6220	School Psych Assessment & Interventions III
PYC 6230	School Psychology Practicum I
PYC 6240	School Psychology Practicum II
PYC 6245	School Psychology Practicum III
PYC 6250	School Psychology Internship I
PYC 6260	School Psychology Internship II
PYC 6270	School Psychology Internship III
PYC 6300	Psychological Services in the Schools
PYC 6330	Legal & Ethical Issues for the School Psychologist
PYC 6340	Research and Writing in School Psychology
PYC 6490	Specialist Project

Field Experiences

Students will document actual time spent in field activities as part of the training program. The field experiences are aligned with coursework and scaffolded in intensity so that trainees are not required to perform many new skills at once. Field experiences progress along a continuum from minimal/passive, to active/independent. Field activities may consist of observation, assistance, supervised or independent.

Pre-practicum - Year 1: Students must log a minimum of 100 hours. These experiences involve mostly observation, but may occasionally include assisting the

supervisor in minor tasks, depending upon the student's level of training. Specific activities are required, including shadowing a school psychologist, observing school special classrooms and meetings, and assisting with systemic activities.

Practicum - Year 2: This is a three-semester (September - June), closely supervised experience in the school setting. Students are required to log a minimum of 600 hours during the three semesters and will spend considerable time (estimated 15- 20 hours weekly) in their assigned school(s). Experiences are more active than the first year and generally, range from assistive to supervised. At the conclusion of the practicum, students will apply for the Preliminary School Psychologist certificate through the Michigan Department of Education, which will allow them to obtain a paid position for the internship.

Internship: The internship experience is one school year (Fall through Spring); however, when translated to the University academic year, it may start slightly before the Fall term and continue through Summer 1. Trainees must nominate sites/supervisors for their internship experiences. Holding the preliminary certification allows the student to obtain a paid position during the internship; however, University of Detroit Mercy does not guarantee the availability of such positions.

Admission Requirements

This program requires students to be full time. During the practica, daytime hours in the public schools will be required; these hours may not be regular. In addition, some courses are only offered during the daytime. The internship itself is a full- school-year commitment.

*Curriculum may change. Refer to the most recent edition of the Detroit Mercy Catalog: udmercy.edu/catalog

Website: udmercy.edu/psychology



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Each prospective student must meet the admission requirements of University of Detroit Mercy's College of Liberal Arts & Education. The College requires an overall grade point average of 2.7 for the last two years of undergraduate work and an overall grade point average of 3.0 for graduate work. The program preference is for a minimum GPA of 3.0, and minimum GRE of 1000 (V & Q combined). An undergraduate degree in psychology is not required; however, any student who does not have undergraduate coursework in child development and statistics will be required to take compensatory coursework prior to enrollment or within the first semester, as directed by the advisor.

Respecialization: Applicants who have already completed graduate programs in related areas may apply; application procedures and requirements are the same as for other candidates. Respecialization applicants who are accepted into the program may be eligible for a modified program. Transcripts and documentation from previous coursework will be reviewed to determine if some courses may be transferred. Such courses must be comparable and completed with at least a "B." It is unlikely that a substantial number of courses will meet this criterion. Additionally, it is the position of this program that the practice of school psychology is a specialization requiring intensive school-based field experiences; therefore, it is the policy of this program not to waive field experience requirements.

Admission Materials: In order to be considered for the school psychology program, applicants must submit the following materials:

1. Transcripts documenting a minimum undergraduate GPA of 2.7 (for admission to the University) and for the School Psychology program, a preferred 3.0 GPA.
2. Official GRE score report (current within 5 years): Minimum combined score (V & Q) of 800; 1000 or greater preferred.
3. Detroit Mercy graduate school application for the Specialist in School Psychology degree.
4. Three letters of recommendation, at least two of which must address the applicant's academic potential (i.e., from a University faculty member).
5. Statement of purpose, which should be 2 to 3 pages, explaining the applicant's interest in school psychology as a career. The statement of purpose should be typed and submitted separately to Admissions as a Word document.
6. Graduate transcripts (if appropriate).
7. Professional resume.

Application materials should be submitted to:
Theresa Carson, Graduate Admissions Counselor
University of Detroit Mercy Admissions
4001 W. McNichols FAC 100
Detroit, MI 48221
(313) 993-3309; carsonta@udmercy.edu

International Students should contact the Admissions Office at admissions@udmercy.edu or 1-800-635-5020.

Program Acceptance: After an applicant's file is complete, it is forwarded to the Program Screening Committee for consideration. Those who do not meet minimum College GPA requirements are eliminated from the pool of candidates. To maintain program quality and be consistent with NASP standards, space is limited and admission is competitive. Applicants are considered based on seven qualities associated with successful candidates:

1. Child advocacy
2. Understanding of / commitment to the profession of school psychology
3. Written communication skills
4. Oral communication skills
5. Academic ability / test-taking skills
6. Professional behavior skills
7. Relevant background experiences

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The Screening Committee will select those applicants most likely to be successful in the program; those applicants will be invited for an on-campus interview in late winter/early spring.

The purpose of the interview is to determine the applicant's match with the training program and profession, as well as assess potential for successful completion of the program.

A student entering with some applicable graduate work but without an appropriate master's degree, may be given a maximum of 9 credit hours of advanced standing toward the specialist degree. Recommendation for certification from the State Department of Education to work as a school psychologist is contingent upon completing the specialist degree.

Deadline: The application deadline for the program is February 1, although admission may occur on a rolling basis. Applicants are strongly advised to submit materials to the University's Admissions Department as soon as possible to ensure their complete file has been forwarded to the Psychology Department by the deadline. It is the applicant's responsibility to ensure that all materials have been received. Incomplete applications will not be considered.

Please contact our program director, Sharla Fasko, Ph.D., for more information: e-Mail: sfasko@udmercy.edu or phone: 313-578-0455.

Program Faculty

Sharla Fasko, Ph.D., NCSP
Erin Henze, Ph.D., NCSP, L.P.
Rachel Lee, Ph.D., BCBA, NCSP

PRAISE FOR OUR PROGRAM

"The School Psychology Program at the University of Detroit Mercy provided me with the opportunity to work and serve my community in a way for which I am immensely grateful. I enjoy what I do, and feel strongly that I make a difference. Perhaps more importantly to some, I have never felt pressure in looking for a job. There are plentiful opportunities in the field, and the Detroit Mercy School Psychology program helped prepare me for the varied types of experiences that I encounter on a day to day basis."

Jacob Jones, SSP, NCSP
School Psychologist/Counselor
De La Salle Collegiate High School

"When I look back on my experience as a graduate student in the University of Detroit Mercy School Psychology Program, I am thankful for having the opportunity to be part of a wonderful community with supportive professors and inspiring peers. Detroit Mercy provided me with a strong understanding of assessment, intervention, counseling, and consultation. I can say with confidence that Detroit Mercy equipped me with the knowledge to succeed as a School Psychologist in Detroit Public Schools. I believe that the assets of the close-knit Detroit Mercy School Psychology program will continue to influence me throughout my career. and experimental psychology."

Heather Bishop, SSP
School Psychologist
Detroit Public Schools

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