FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

YESHIVA UNIVERSITY

SCHOOL-CLINICAL CHILD PSYCHOLOGY PROGRAM:

EXTERNSHIP & INTERNSHIP MANUAL

Fall 2023

The Combined School-Clinical Child Psychology Program reserves the right to modify the content and procedures listed in the Externship-Internship Manual at any time. Students are expected to abide by its guidelines and be knowledgeable of the information within this document.

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General Information

Didactic coursework in the School-Clinical Child Psychology Program is complemented by supervised practica and field experiences in assessment, intervention, and consultation with children, adolescents, adults, and families. The Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic is the primary practicum site for all students. In addition, facilities on the Albert Einstein College of Medicine campus, and early childhood centers, elementary schools and high schools, residential treatment centers, rehabilitation centers, medical centers, hospitals and mental health agencies in New York, New Jersey and Connecticut are used as externship and internship sites. The field experiences provide opportunities to develop competence in the application of psychological theory, research, and ethical principles to practice in applied settings.

After their first year, students are required to be involved in practicum and externship experiences during every semester of their training until they graduate. The sequence of experiences has been carefully designed to provide a systematic orientation to the practice of school and clinical psychology and is coordinated with coursework in each year.

Immunizations and Clinical Externship

Participation in three distinctive clinical externships is a required component of the program. Many training sites have health requirements for students, including but not limited to proof of COVID-19 vaccination as well as immunization against measles, mumps, and rubella. As healthcare providers, it is our obligation to prioritize the health and welfare of our patients. Should a student request a vaccine exemption, please note that the exemption does not automatically apply to external clinical externships. External clinical sites reserve the right to set the requirements for their individual organizations including proof of immunizations. Should a student be granted exemption, the Program will endeavor to assist students exempted from these vaccines to find appropriate sites. However, the program cannot guarantee placement for exempted students, which may impact the student's ability to timely meet programmatic requirements including graduation.

Supervised Experiences

There are three types of supervised experiences: the Practica, the Externship, and the Full-time Pre-Doctoral Internship.

The **Practica** are part of formal coursework and are supervised by the program faculty responsible for the courses. Practicum experiences are associated with: Child Assessment with Practicum I-II, Neuropsychological Assessment, and Practicum in Child Therapy I-II (CBT and Psychodynamic). All Practicum experiences occur in the Parnes Clinic.

The Externships and Full-time Pre-Doctoral Internship refer to field experiences that take place outside of the University and are supervised by licensed/appropriately credentialed psychologists who are either employees or consultants to the externship or internship site. The externship experiences enhance the competencies associated with professional practice and parallel the

student's formal coursework. The pre-doctoral internship is the culminating experience that occurs after all coursework has been completed.

Externship

This is a part-time field-work experience. **(The term, "externship" is used in NYS to delineate part-time supervised field experiences. In other states, the term "practicum" is used for this set of experiences. Please be aware of the distinctions. You will need to use the terms differently when applying for certification, licensure, and registration in varied states.)**

Students are required to complete **three, 10-12 month** externship experiences during the second, third, and fourth years of the program. Each of the experiences takes place for no less than two full workdays per week. The expectation is that students will complete approximately 500-600 hours during each externship experience. Students accumulate approximately 1500-1800 hours of experience supervised by psychologists, who are employees or consultants to the facility, prior to the pre-doctoral internship.

Students are responsible for following the externship/internship site's calendar in terms of beginning/end dates and holidays. **In other words, even if the Ferkauf calendar indicates a holiday or semester break for students, the student is governed by the externship/internship's calendar.** Do not assume you have a vacation from the site because Ferkauf is not in session. **CHECK WITH THE SITE SUPERVISOR** about vacation days – if any.

Full-time Pre-Doctoral Internship

The full-time pre-doctoral internship is the culminating academic experience and is taken after all course work has been satisfactorily completed. **The program requires students to accumulate no less than 1500-1750 hours of pre-doctoral internship experience prior to graduation.** New York State regulations concerning licensure as a Psychologist state that students may only receive credit for **1750 hours of pre-doctoral internship experience** even if they complete more than that. **Hours accumulated during externship do not count towards licensure.**

The Program complies with the American Psychology Association's guidelines for APA accredited internships. It also adheres to Council of Directors of School Psychology Programs' Guidelines for Doctoral Internships in School Psychology. Students are referred to the Program Handbook for a full explanation of the different Internship options – School, APA-accredited, APPIC-approved but not APA-accredited, and non-APA-accredited/non-APPIC approved.

In compliance with New York State Department of Education regulations, any of the three options listed below will meet the School-Clinical Child Psychology Program's pre-doctoral internship requirements:

1- A student gains 1750 hours of internship experience if they work a minimum of 35 hours a week for **12 months**. This is the "traditional" clinical internship that takes place in a hospital or mental health facility.
2- If the internship takes place in a school, the student is expected to work a "full school week" for **10-12 months**. Students will accumulate approximately 1500 hours of experience in a 10-month school year. Students can extend the school-based internship to 12 months if it meets program guidelines.
3- The internship may be completed in two years (no less than half time each year).

New York State Licensure requirements: Information about licensure in NYS can be found at http://www.op.nysed.gov/prof/psych/psychlaw.htm. The NYS Commissioner's Regulations (Part 72) can be found in Appendix I.

Rationale and Assumptions Regarding Supervision
(Adopted with permission from Dr. David McIntosh, Ball State University)

1. Learners are responsible and will attain competence at different rates.

2. The most effective learning takes place within the context of an accepting environment and a relationship of mutual respect and trust between teacher and learner.

3. Modeling is a key factor in learning. Supervisory staff endeavors to model behaviors which have been identified in the literature as facilitative of learning.

4. Ongoing evaluation is crucial in any teaching/learning endeavor. It is recognized that the learners must have input into the process to maximize its effectiveness.

5. The philosophy of supervision is based on a constructivist view of the learner as being an active participant in his/her own learning. However, the first responsibility of supervisor and supervisee alike is to the client. Some activities which may take a different form if considered from a strictly pedagogical standpoint may have to be surrendered in the best interest of those served.

The supervisor at the externship or internship is a Psychologist who is an employee or consultant to the facility and has been designated to be the primary supervisor and contact person between the program and the placement site.

The supervisor's role is a critical and indispensable component of the training process. As a role model and teacher, the supervisor provides the gateway into the professional world of psychology in both schooling environments and in mental health facilities. The program relies on the supervisor's feedback to evaluate the student's performance, skills, attitudes, and abilities as a professional psychologist.

The Supervisor coordinates the externship and internship experiences in keeping with the guidelines described in this manual. Such supervision must meet New York State requirements as specified by the Department of Education and APA Guidelines for Internships.

Supervision requirements:

a. Students will not be permitted to apply for internships in schools or other non-accredited sites unless their "Internship Plan" stipulates that **the student will receive at least four hours of supervision a week - two of which must be individual supervision.** This requirement is consistent with the SOA (Standards of Accreditation from APA) regulations, that state, "Interns receive at least 4 hours of supervision per week. The supervisor(s) must conduct a total of at least 2 hours per week of individual supervision with the intern during the course of the year."
b. A minimum of one hour a week of direct supervision for every four hours of direct contact is **required for the externship.**
c. A licensed psychologist must be the person primarily responsible for providing supervision unless the student has received the program's approval for an alternate supervisory experience.
d. It is recommended that a Certified School Psychologist who is also a state-licensed psychologist supervise experiences that occur in school placements.
e. The supervisor must be an employee or consultant to the agency in which the experience occurs.
f. The supervisor is also responsible for completing required evaluation forms that are program driven.

Externship and Internship Seminars: Students in the second, third, fourth years of the Program must register for Externship Seminar (PSS 8943A-8948A) each semester they have an Externship. Students on Internship register for School-Clinical Child Predoctoral Internship I and II (PSS 8941-42). If you are not registered for these courses, you cannot receive credit for the experience, **nor will you be covered by the University's Professional Liability policy.** These seminars provide students with group supervision and are led by Ferkauf faculty.

Externship and Internship Evaluations: The Program utilizes multiple methods for monitoring and evaluating the externship/internship experience.

- The field supervisor evaluates students twice a year. A link to the online evaluation form is emailed to the field supervisor in December and again in May. These evaluations are reviewed by designated Ferkauf faculty members and may be discussed with the student. It is critical that there be ongoing communication between the field supervisor and the program to discuss student issues. As such, the supervisor's feedback provides the main database for evaluating the student's performance on externship/internship (See Appendix A).

- At the end of the externship or internship experience, the supervisors are asked to complete

an "Experience Attestation" form that is kept in the student's electronic file. Attestation forms are submitted to the Psychology Office and the Registrar's Office when they are collected at the end of each term until the student is ready to file for the licensure examination (see Appendix B). **Students are urged to make copies of all attestation forms for their own files.**

- The instructors who are responsible for Externship/Internship Seminars also evaluate students.

- Students are asked to evaluate their placements at the end of the year. These evaluations are on file with the DCT (see Appendix C).

- Faculty members will make site visits each year to as many sites as possible. The purpose of these site visits is to meet with supervisors and discuss the student's progress, to assess the viability of the site for future use, and to discuss any problems. (See Appendix D for a copy of Externship/Internship Site Visit Report.)

- The Program Director and/or Director of Clinical Training communicate with field supervisors during the year to follow up on the student's progress. When untoward events occur, the program is eager to discuss and visit the site to work with students and supervisors to ameliorate and remediate the problems.

- The first contact with the field supervisor is usually a formal letter/email that the Director of Clinical Training sends to the Supervisor acknowledging the student's field assignment and informing them of program regulations. A copy of a recent letter can be found in the Appendix E.

- The field supervisor is awarded an adjunct faculty appointment as "Adjunct Field Supervisor."

Hours Tracking and Attestation Forms. Students are required to keep a record of their hours of their externship and internship experiences in Time2Track. Time2Track provides detailed information concerning assessment, intervention, consultation, and supervision. Additionally, students in both externship and internship are required to ensure that their supervisor submits their "Experience Attestation" form (see Appendix B). The form needs to be signed by the on-site supervisor in June and is filed with the Director of Clinical Training (DCT). Forms are sent to supervisors in May.

Supervision Logs. Students are required to submit monthly summaries (monthly from beginning of externship/internship through end of externship/internship) of supervision experiences that include information about the quality and quantity of supervision, and the type of live observation that is required (See Appendix F for template). Students submit their Supervision

Log to their program UPLOADS folder in a timely manner.

In order to pass each Externship seminar, the program must receive:

1. Supervisor's evaluations (Mid- and End of year; sent to supervisor by DCT)
2. Attestation form from your supervisor (End of year; sent to supervisor by DCT)
3. Student evaluation of externship site (End of year)
4. All monthly Supervision Logs

Externship and Internship Requirements

Students are required to complete approximately 3000-3500 hours of internship and externship experiences. Students gain approximately 500-600 hours during each of three Externship experiences and an additional 1500-1750 hours during the Full-time Pre-Doctoral Internship. **Acceptable deviations from the standard requirements are permitted during the second-year school psychology externship, with permission of the Program**. In general, students are required to:

- Administer, score, and interpret accepted individual and group diagnostic instruments to assess different abilities.
- Write reports based upon testing. Generate relevant recommendations from the diagnostic instruments and other assessment techniques.
- Design and implement psychological and psycho-educational interventions; students should be trained to implement evidence-based interventions and assessment techniques. This does not rule out training in other modalities.
- Attend case conferences.
- Participate in didactics.
- Provide educational and psychological consultation with teachers, other professionals and caregivers.
- Work on advocacy and prevention programs.
- Continue to develop a professional identity.
- Adhere to ethical and best practices in all situations.

A typical **Externship/Internship sequence** follows this pattern:

- The **second** year's Externship requires the student to work in a school or school-related facility of an appropriately credentialed psychologist - who should also be a credentialed school psychologist - for a minimum of two days a week for 10 months (approximately 500 hours) – students register for PSS 8943A in the fall and PSS 8944A in the spring semester.

- The **third** year's Externship requires the student to work in either a mental health facility,

clinic, early childhood center, therapeutic nursery or hospital, under supervision of a licensed psychologist for **no more than 16 hours a week** for 10-12 months (approximately 600 hours); students register for PSS 8945A in the fall and PSS 8946A in the spring semester;

- The **fourth** year's Externship requires the student to work in a school, special education facility, residential treatment center, or mental health agency, under the supervision of an appropriately credentialed psychologist for a minimum of two to three days a week (**but no more than 20 hours a week**) for 10-12 months (approximately 600 hours); students register for PSS 8947A in the fall and PSS 8948A in the spring semester.

- Students in the fifth year are required to complete a **Full-time Pre-Doctoral Internship** under the supervision of an appropriately credentialed psychologist for a minimum of 35 hours a week for 10-12 months (approximately 1500-1750 hours). This experience can occur in a hospital/mental health setting or a school setting. The full-time pre-doctoral internship is usually a funded position. The Pre-Doctoral Internship can also be completed half-time in 2 years. Students register for PSS 8941A in the fall and PSS 8942A in the spring semester. *Each course carries one credit.*

Summer Externships and Pre-Externship (First Year) Field Experience

Summer Externships

1. If a student's externship continues through the summer months, the student does not need to register for Summer Externship.
2. If a student's externship begins in the summer and continues through the school year, the student does not need to register for Summer Externship.
3. If a student externs for the summer months only as a discrete externship, they must register for PSA 8940 Pre-externship Field Experience. This is a zero-credit course. This MUST be approved by the DCT beforehand.

In all cases above the student must follow the guidelines stipulated for all externship experiences – including supervision requirements, tracking of activities, and submission of forms to the Program.

Pre-Externship Field Experience

First year students who obtain a supervised field experience of 5-20 hours a week, with a licensed Psychologist as supervisor, should register for PSA 8940 Pre-externship Field Experience. This is a zero-credit course.

Externship/Internship Plan

All students (other than those at APA-accredited Pre-Doctoral Internships) are required to complete an Externship/Internship Plan with advisement from the on-site Supervisor. This plan will stipulate the agreed upon activities that are to be completed during the externship and

internship year.

The Externship plan must be returned to the Director of Clinical Training via email within one month of commencing the externship. You can make whatever changes are deemed necessary so that the contract reflects your proposed experience. This contract protects the student should any changes occur at the facility that may threaten the continuation of the student's participation. It also informs the student of their training expectations for the year.

Insurance. While a student is registered for any of the externship/internship seminars and is working on an approved externship or internship, she/he is covered by Yeshiva University's umbrella professional liability insurance policy for $2 million for each incident/$4 million aggregate. If your externship or internship site needs certification of your insurance, please contact the DCT who will send the agreement (Memorandum of Understanding, also called MOU) between the University and the externship administration. In addition, the Program recommends that every student carry their own professional liability insurance. Professional Liability Insurance may be purchased through the American Professional Agency (http://www.americanprofessional.com/student) or the American Psychological Association's Trust (http://www.apa.org/membership/insurance.aspx).

Affiliation Agreements. Many sites will require an affiliation agreement with our university. Please contact the DCT should your site request such an agreement. This is a legal document between the institutions that requires careful review by attorneys. Many sites will not permit you to begin externship/internship without such an agreement or the MOU.

Externship Guidelines for 2023-2024
There are two professional organizations that oversee the externship process in New York and New Jersey. They are the Psychology Internship Directors of New York State (PSYDNYS) and the New York New Jersey Association of Directors of Training (NYNJADOT). The former group consists of externship and internship training directors/coordinators and Directors of Training (DCTs) – the academic directors. The NYNJADOT organization consists of DCTs from 33 doctoral programs in NY and NJ. During the past several years the two groups have refined the externship process that guides the application and selection processes. All externship and doctoral programs in NY and Northeastern NJ adhere to these guidelines. **THESE GUIDELINES DO NOT RELATE TO SCHOOL PSYCHOLOGY EXTERNSHIPS. *PLEASE SEE NYNJADOT FOR MOST RECENT GUIDELINES.**

For reference, the 2023-2024 guidelines are below. PLEASE NOTE: These rules shift yearly. You must consult the NYNJADOT website for specific yearly rules.

PSYDNYS-NYNJADOT Externship Guidelines for 2023-2024

All Externship sites are expected to adhere to these minimally acceptable standards for

externship:

1. 16 hrs/ week – in no more than two days (if modified, permission of Program Director/DCT required).
2. Direct observation at least once during each semester (APA's Implementing Regulation C-14- D (IR C-14-D)).
3. Live supervision in the form of at least one hour of face to face, individual one-on-one dyadic supervision per week by a doctoral level psychologist and another hour of "other" types of supervision. Programs may require oversight of supervision by a licensed psychologist. Sites should use their portal entry to inform students about the supervision they offer to students. Supervision may be offered virtually, as needed, due to safety or health reasons.
4. Externship must have a stated didactic component to the training – specifics are not mandated.
5. Sites should update their information on the portal prior to December 2, 2022. Any sites that will not be offering externship slots for 2023-2024 must suspend their listing by November 18, 2022. Sites not able to update their listing by December 2, 2022 that still plan to offer externship slots for the 2023-24 match must clearly state that the information on the portal will be updated as soon as possible and place this at the top of their listing. Sites should include number of positions that are offered by the placement and number of hours required. **The URL for the APA Portal is: nynjadot.apa.org. This is also the portal for first-time registrants.**
6. Students' documents will be uploaded into one PDF file. Consequently, sites must specify the type of documents they want students to upload. It may be helpful if the site also specifies the order in which the documents are to be uploaded. For example: eligibility letter, cover letter, CV, assessment report or case summary, letters of recommendation, unofficial transcript, etc.

General Information:

1. The Portal will open on January 9, 2023 at 9:00AM. Not all sites will use the Portal. If a site does not use the Portal, they should stipulate the process for receiving student materials.
2. Students can upload their materials from January 9, 2023 through January 16, 2023. Students are reminded that the portal is not "first come, first served" and that they need not upload right when the portal opens. All student materials should be uploaded into one PDF – each site will determine the specific materials required.
3. Students will receive feedback FROM THE PORTAL that all their materials have been uploaded to the portal.
4. **OFFERS FOR INTERVIEWS CAN BEGIN TO BESCHEDULEDONJANUARY 18, 2023. HOWEVER, THE EARLIEST DATE ON WHICH INTERVIEWS CAN OCCUR IS JANUARY 23, 2023. INTERVIEWS WILL OCCUR BETWEEN JANUARY 23, 2023 AND FEBRUARY 28, 2023.**

5. **Sites need to post on their portal entries whether interviews will be in-person, remote, or some combination of the two. Sites are strongly encouraged to engage in equitable and fair decision-making regarding students who choose the remote option, should this be available.**
6. Students can upload additional applications, with their DCT's approval, on or after February 8, 2023. By this date students will have a fair sense of the number of interviews that will be offered to them.
7. The Match will occur on Monday, March 6, 2023. (See below for details).
8. Students should check the Portal for information about openings during the MATCH DAY. Sites will be able to "suspend" their site when they have filled all of their positions. The "suspension" will temporarily remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.
9. Phase 2: New applications can be sent at 9:00AM on March 8, 2023.
10. PLEASE USE THE FOLLOWING EMAIL ADDRESS TO CONTACT THE COORDINATORS OF THE EXTERNSHIP PROCESS AND MATCH: **nynjadot@gmail.com.**
11. There is a joint NYNJADOT-PSYDNYS committee that will hear complaints or concerns related to the NYNJADOT-PSYDNYS match. To convene this committee, please reach out to David Brandwein at dbrandwe@kean.edu.

STUDENTS:
Students will be permitted to Register and search the Externship Directory at any time with the understanding that many sites may not yet have updated their information. Students must register with their program/university email address, not their personal email address. Any students who register with their personal email addresses will have their registration deleted. Students will NOT be permitted to upload any documents prior to 9:00AM on January 9, 2023. Students who upload their materials prior to that date will be acting in an unprofessional manner and will be treated as such by their programs.

Students who registered for the 2022-2023 externship process do not need to re-register, but need to upload required documents for the 2023-2024 match.

1. Students should insert their DCT's name, email address and phone numbers on their CVs. **It is advisable for students to indicate the days of the week that they are available for externship and the day/s that they are not able to attend**. 2.
2. Students must confirm receipt of any interview offer by emailing the Externship Coordinator at the site and their DCT.
3. Once a student accepts an externship offer, on March 6, 2023, or after, they should inform their DCTs of their decision, and then must immediately email all sites where they were granted interviews to withdraw from consideration from these sites. These emails should be cc'd to the program DCT.

4. Students should check their SPAM folders to ascertain if any interview or acceptance offer has been directed to SPAM.
5. Students should ask for letters of recommendation from their faculty or others as early as possible in the semester.
6. No Thank You Notes: Students are not to send "Thank you" notes to their interviewers or to other professionals at the externship site.
7. As of February 8, applicants can contact sites (via email) and inquire if they are still being considered for an interview. Students should consult their DCTs before they send the email.
8. Students applying for PRE-DOCTORAL INTERNSHIP (through the APPIC Match or otherwise) MUST ATTEST, on their externship application, that they are applying for internship concurrent with the application for externship. These students must receive their DCT's approval to apply for externship concurrent with internship. Externship sites should state their position about such applications on their website and the portal site.
9. Students from APA and/or PCSAS-accredited programs outside of New York and New Jersey who wish to apply to sites in the NYNJADOT match must have a letter of support from their DCT indicating they have the program's permission to complete a 16-20 hour per week externship in New York or New Jersey. This letter of support needs to be submitted to nynjadot@gmail.com and with all application materials uploaded to the site. Students who register for the match without this letter of support from their DCT will not be considered for positions in the match.
10. Students are responsible for asking externship sites how supervision will be provided and how that corresponds to local laws for licensing psychologists.

EXTERNSHIP COORDINATORS:
ALL interview offers must be made via email. All offers for externship positions must be made via email.

1. Each site should determine how it wants to receive letters of recommendation (through portal, separate email from recommender or otherwise). Some recommenders will not permit students to see their letters of recommendation. In such cases, please specify if the site prefers to receive the letters via regular mail or email. In which case, please provide address, contact person's name and email address.
2. **Every site MUST designate at least one person who will serve as the contact person for the site. Insert an email address for the contact person, on the site's web pages.**
3. It is recommended that Externship Coordinators provide information on their Directory page as to whether attending the externship will reduce, increase, or have no impact on the students' chances of attending that site's internship. For example, some sites may accept students for internship who have externed at their site and others do not. Some

will accept a student if there is a one-year gap between the externship and internship experiences; some will accept without a gap year. It is recommended that the externship site make their policy transparent.

4. Externship Coordinators should state, on their webpage and Directory site, whether the site is willing to interview students who are concurrently applying for internship.
5. Externship Coordinators need to cc (via email only) DCTs on all interview offers, acceptances, and rejections.
6. Externship Coordinators are strongly encouraged to post their interviewing time frame.
7. On February 6th, 2023, it is recommended that Externship Coordinators indicate whether they are accepting additional applications from those students who have permission from their DCTs to submit additional applications. This information must be posted on the site's Portal page. Of course, you will be able to change the dates warranted.
8. If sites are aware of fees they will be passing on to applicants for on-boarding of externs, they should indicate these in their portal entries. If the sites are aware of any processes that will disqualify accepted externs during the on-boarding process, they should indicate these in their portal entries (e.g., drug testing, COVID vaccination documentation).
9. Please note that neither students accepted through the NYNJADOT match nor their training programs will pay any administrative or training fees for acceptance to any site in the NYNJADOT match.
10. Managing onboarding paperwork (i.e. background checks, fingerprinting, vaccinations, etc) is the responsibility of each individual externship site.

DCTs:

1. DCTs should affirm their students' rankings prior to Match Day.
2. Eligibility letters should state if the student is applying for both externship and internship during the current cycle.
3. **DCTs will provide Letters of Eligibility that specify the number of hours and number of days/week that students can attend externship.**
4. Number of hours that students are permitted to complete on externship: Students who are applying for their first or second externship are permitted to complete no more than 16 hours per week on two days of externship. Without express permission from the student's DCT, students who are applying for their third or fourth externships are permitted to complete no more than 20 hours per week on externship.
5. DCTs will oversee their students' compliance with all the guidelines – and specifically, adherence to the policies concerning acceptance and rejection of offers.

Limiting the number of student applications:

6. DCTs are to place limits on the number of applications that students can initially submit (from January 9, 2023- January 16,2023). Students applying for a clinical externship for the first time are permitted to apply to no more than ten sites. Students applying for their2ndclinicalexternship can apply to no more than eight sites;

students applying for their3rdexternshipare permitted to apply to no more than eight sites. b.

7. After February 6, 2023DCTs will discuss the usefulness of additional submissions with their students (second wave of applications).

THE MATCH

The Match will begin at 9:00 on March 6, 2023. All offers must be made by e-mail.

If an offer is made on Monday, March 6, 2023 between 9 am and 4 pm, the student must make a decision about the offer within 2 hours of receiving it. Students should be excused from all externship-related responsibilities and monitor their email from 9:00AM to 12:00PM on March 6, 2023. NYNJADOT member programs are encouraged to reduce or eliminate program-related responsibilities from 9:00AM-12:00PM. Students must either accept or decline the offer within two hours.

After holding an offer for 1 hour, students may email their top remaining choice to see if they are still under consideration at that site. Students should be told if they are or are not under consideration at the site. If the student receives an offer from the preferred site as a result of this inquiry, they must immediately accept it and notify the other sites where they interviewed that they have withdrawn from the match.

If an offer is received after 4pm on match day the student has until 9am on Tuesday morning to accept or decline the offer.

A student may only hold on to one offer at a time. A decision about a second offer must be made immediately upon receiving it.

The rules will be suspended after 9am on Tuesday, March 7, 2023. New offers can be made until 5pm on any day.

SITES are strongly advised to "suspend" their site when they have filled all of their positions. The "suspension" will temporarily remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.

Yearly Requirements

The field work experiences are designed to parallel the student's course work. The general requirements for each year's experience and the requisite courses are discussed below. The specific content and the manner in which the goals are fulfilled can be discussed between the

student, the supervisor and the university trainer.

First Year. There are no required field experiences during the first year of the program, although students may select to augment their training by locating an appropriate field experience. If a student selects to complete an externship in the first year, the student will need to comply with all requirements stipulated in this document, including filing an attestation form, monthly Supervision Summary, and Mid- and End of year Supervisor Evaluations.

Second year: During the second year, students take Child Assessment with Practicum I -II, as well as Consultation-based Interventions.

Externship Requirements: (Register for PSS 8943A-8944A) The externship experience in the second year requires the student to spend a minimum of two days a week in a public or private school setting (pre-school, elementary or secondary) for **10 months**. This experience is vital to the professional socialization of the student. The student is expected to develop the externship experience in collaboration with their supervisor. Since each school, grade level, district differ from each other in multiple ways, the program encourages the supervisors to develop an experience that helps to develop as many of these competencies as possible:

- Learn about the roles and functions of the school psychologist;
- Learn about school policy and administrative procedures as a participant;
- Learn about school testing programs and curriculum issues;
- Broaden their expertise in testing, evaluation and report writing;
- Have opportunities to interview and observe children and teachers in the classroom;
- Consult with teachers and other school personnel;
- Conduct a structured consultation with a staff member using a theoretical model;
- Meet and confer with parents;
- Assist in the development of classroom management programs and other types of interventions;
- Be involved in group or individual intervention;
- Be involved in IEP meetings;
- Develop a Functional Behavior Analysis and individual behavior plans;
- Be involved with SBST and CSEs;
- Learn about advocacy and legal issues pertaining to education;
- Understand how laws are implemented in the schools (i.e., IDEA) and receive on site supervision.

Third Year: During the third year, students take a Practicum in Child Therapy in either CBT or Psychodynamic treatment, in which they treat patients in the Parnes Clinic and receive group supervision by program faculty.

Externship Requirements (Register for PSS 8945A-8946A)**:** The externship experience in the third year requires students to spend two days a week (16 hours) in a clinic, hospital, early

childhood center or community mental health center for **10-12 months with children/adolescents and families.**

The student is expected to:

- Continue their professional socialization experience by working with other mental health professionals, such as social workers, psychiatrists, psychologists and physicians;
- Provide individual treatment to adults, children, adolescents, and families in varied therapeutic modalities. Students should be trained to implement evidence-based intervention and assessment techniques. This does not preclude training in other modalities.
- Conduct intakes and interviews with adults, children and caregivers;
- Employ evidence-based assessment and intervention;
- Participate in case conferences;
- Provide group treatment;
- Learn about psychopharmacological approaches to treatment;
- Work with outpatient and inpatient populations;
- Participate in seminars;
- Gain knowledge of DSM-5 classifications and diagnoses;
- Further develop skills related to specific disorders;
- Have experiences dealing with current psychiatric problems that manifest in the mental health setting (e.g., crisis intervention, ER experience, issues of abuse and violence, addiction, chronic illness, bereavement)
- Deal with issues related to the nexus between educational environments, the family, and the medical center;
- Broaden their assessment skills (if such experiences are available at the site);
- Develop skills related to efficient administrative requirements;
- Be able to use community resources to help children and their families.

Fourth Year: During the fourth year students take the alternate Practicum in Child Therapy in either CBT or Psychodynamic treatment.

Externship Requirements (Register for PSS 8947A-48A)**:** The externship experience in the fourth year requires the student to spend approximately 16-20 hours per week (for 10-12 months) in a mental health setting or school. **The student who completes the fourth year of the Program and has accumulated at least 600 hours in school externship placement(s) is eligible for New York State Provisional Certification as a School Psychologist**. However, it is not recommended unless the student is planning a pre-doctoral internship in a school setting.

The student is expected to:

- fulfill all the functions listed for the third year but at a more advanced level, and,
- integrate the knowledge and skills from the experiences of the prior three years and deliver direct and indirect services in assessment, intervention, and collaborative consultation;
- participate in seminars and case conferences.

Fifth Year: Students register for School-Clinical Child Predoctoral Internship I and II (PSS 8941-42). There are no other required courses in the fifth year of the program.

Pre-Doctoral Internship Requirements: The student is expected to complete a full-time internship (a minimum of 35 hours per week for 10-12 months, accumulating 1500 –1750 hours) in a school, or hospital/mental health facility. Working in consultation or in liaison with a school is highly recommended. If the internship occurs in a school the student is required to work full time for a minimum of 10 months.

The Pre-Doctoral Internship is the culminating experience for all students and should reflect the student's advanced status. The specific opportunities at the internship will differ from site to site. However, it is incumbent that all sites provide opportunities for the student's continued development in the area of assessment, intervention, prevention and consultation. It is expected that the student will build upon the skills that were developed at school and on prior externships. Supervision requirements are detailed elsewhere.

The Internship Plan must be used by all students who are at non-APA accredited clinical internships and at school internships. The student and supervisor must provide a narrative description of an educational plan that adheres to the internship principles delineated above. This narrative must be approved by the Program. **It is not required if you complete your pre-doctoral internship at an APA-accredited site.**

APPLICATION PROCESSES

Application for externships begins in the year prior to the externship itself.

First Year Students. Students will have initial discussions concerning their first externship (**for the second year of the program**) in October of the first semester. A list of approved schoolexternships will be distributed to all students. Students are asked to rank order three sites and to discuss their choices with the DCT. The list contains the names, addresses and email addresses of each site's contact person. Information about each site is made available to students from past evaluations and from discussion with more advanced students. **Contacts should not be initiated with the site until the student has received the DCT's consent.** If there is a potential externship site that is not listed, the student can discuss its possible inclusion with DCT.

Things to keep in mind.

- **There is no uniform application process for the second year externship in the schools, and in many cases there is no application at all.**
- Students will need an updated CV (see Appendix G for a CV template), a transcript, and perhaps one or two letters of recommendation.
- Please ask the instructors for their recommendation letters well in advance of the mailing

date.
- Students may also need a writing sample. This usually takes the form of an assessment report from your first year in the program.
- You can request a letter of eligibility acknowledging your status in the program from the DCT. This letter is required for most sites.

The DCT will review your rankings and inform you of which two sites to apply to for externship. Once the DCT does so, you may contact the sites to apply.

Second Year Students: Students will review third year options by accessing the APA Portal: http://psychpracticum.apa.org. This site contains information about approximately 300 externship options in NY and NJ. The site was developed in partnership with PSYDNYS and NYNJADOT. It is the default site for information about externships and is to be used throughout the process. After reviewing the material, students should rank order a specified number of possible placements.

Second year students may apply to 10 sites; third year students may apply to eight sites. FOLLOW THE GUIDELINES FOR THE CURRENT APPLICATION YEAR POSTED ON THE NYNJADOT WEBSITE. Students can contact sites to gather information; however, students are not permitted to apply to any site until the stipulated date that can be found in the Externship Guidelines.

In the meantime,

- You will need a CV (see Appendix G for a CV template), a transcript, 2-3 letters of recommendation, and a writing sample, such as a completed evaluation or a case summary.
- Please ask the instructors for their recommendation letters well in advance of the mailing date.
- Most applications will be submitted online. However, some sites may require paper copies of all material or email submissions.
- You can request a letter of eligibility acknowledging your status in the program from the DCT. This letter is required for all sites.

Third Year Students. Students should follow the guidelines described in the prior section for applying for their fourth year externship placement. As noted above, the fourth year externship should be no more than 20 hours per week.

Fourth year students. Students will be applying for a full time pre-doctoral internship (1500-1750 hours). APA-accredited clinical internships offer significant stipends, while those in school placements do not.

Full-Time APA Clinical Internship Application Process

The APPIC application for 2023-2024 can be viewed at the APPIC site.

- Our program's code # is 251
- The program is called: Combined School-Clinical Child Psychology
- It is accredited as Combined Clinical-School

Please note: Specific dates will be available online in July of the year you are applying, and it is your responsibility to look the summer before you apply.

May, June, July, August:

1. Preparation for APPIC Internship Applications begin.
2. Register with APPIC.
3. Open and begin AAPI application online (Available July).
4. Arrange for 3-4 recommendations; give them the standard reference form to review.
5. Research Mentor*; 2-3 Clinical Supervisors.
6. Submit drafts of AAPI application materials to your research advisor for review and feedback (See schedule).
7. Get your Time2Track in order (do not wait until the Fall to start this!).
8. Resolve Incomplete course grades in a timely manner (i.e., Externship; Therapy Practicum).
9. SUBMIT 4 AAPI ESSAYS TO DCT BY FIRST DAY OF CLASSES.

September

1. Request your OFFICIAL transcript via YU site – reach out to the Registrar with any issues
    a. DO THIS EARLY! (Make sure no Is).
2. Finalize your AAPI online application.
3. Reach out and confirm with recommenders.
4. You will be asked to provide their email addresses so they can upload their reference form.
5. Let them know you will be entering their emails when the APPIC Directory opens around Oct. 1.
6. Finalize your hours and program info in AAPI.
7. Begin to make your Site List (20).
8. Finalize your CV and AAPI essays.
9. Begin to prepare your cover letters.
10. Keep in mind that you cannot finalize these until you see the most up-to-date descriptions/dates in the APPIC directory.
11. If you plan on applying to school/non-APPIC internships, contact those sites September-November.

October

1. October 1st: Date by which RPI and RPII proposal must be completed and approved, so that you may apply for an APPIC internship.
    a. *You are not permitted to apply for school/non-APPIC internships until RPI and RPII proposal have been completed and approved.
2. APPIC Directory opens officially.
3. October 1: Submit your AAPI for verification to the DCT.
4. Check out the CURRENT deadlines for your sites (Sites have different deadlines, make sure you know yours).
5. Look at sites' descriptions for any major changes (including who you are addressing your letters to).
6. Take notes so you can tailor your cover letters to this year's descriptions.
7. Finalize Cover Letters.
8. Input your recommender info into the AAPI. Follow-up with a reminder to them.

Mid October – November (outside of NY is early Nov), early Dec– send out applications via AAPI – keep track of dates!

You need to be organized and methodical.

Please be aware that you will be in competition with students from other school psychology and clinical psychology training programs across the country. Students who have successfully gone through the internship process are available for advisement.

The internship application process is arduous and very stressful, so please get as much together and completed as soon as you are able. In addition to the materials mentioned above, each internship site may have different requirements.

IN ORDER TO APPLY FOR ANY INTERNSHIP, YOU MUST HAVE AN APPROVED AND SIGNED RPI and RPII PROPOSAL NO LATER THAN OCTOBER 1 OF YOUR FOURTH YEAR.

DEADLINES FOR SUBMITTING ALL MATERIALS DIFFER FROM SITE TO SITE although it tends to occur between October 15 and December 1 for APA sites. Interviews are scheduled any time after that, so be prepared for interviews even during the inter-session school break.

Modification of Program Requirements Concerning Application for Doctoral Internships

The information below re-states current Program policies concerning application and acceptance of a doctoral internship for the fifth year of training or beyond.

Current Policy:

1. The culminating educational experience is the pre-doctoral *internship*, which occurs in the final year of study.
2. While the majority of students complete their internships at APA-approved clinical settings, it is by no means a requirement to do so.
3. Assuming all other program requirements have been successfully completed, the full-time internship can commence in the fifth year of the program. The full-time internship can occur in a school, hospital, early childhood center, medical center, rehabilitation center, community or mental health agency. The internship can focus on assessment, intervention and consultation with children/adolescents (0-18), adults or families.
4. Most clinical internships will have a stipend attached to it, as do a small number of school internships.
5. While on Internship, students must register for School-Clinical Child Predoctoral Internship I and II (PSS 8941A-8942A).
6. A full-time internship in facilities other than schools consists of a minimum of 35 hours per week for a full year, or 1750 hours. In the case of a school placement, a full-time internship usually lasts 10 months – approximately 1500-1600 hours.
7. In accordance with New York State regulations, internships can be completed over a two-year period with the stipulation that the student must be on internship for a minimum of 6-month blocks of time.
8. **Applications for Internship: APA-accredited internships**
    a. If applying for an APA-accredited internship through the APPIC and Match services, students are required to have completed Research Project I and have an approved Proposal for Research Project II, no later than October 1 of the year they are applying for internship.
    b. Completion of Research Project II Proposal requires your Research Advisor's and Faculty Reader's signatures on the required form by Oct 1. You will not be permitted to apply for an APA-accredited internship without these signatures by Oct 1. Any violation of this regulation will be considered a serious ethical breach and grounds for dismissal from the program.
    c. The APPIC application requires students to stipulate a timetable for completing the research proposal, data collection, and defense of the study. The Program Director is required to attest to the validity of this timetable and does so in PART 2 of the application.
9. **Applications for Internship: School and non-APPIC MH settings**
    a. Students who are applying for school or non-APA accredited internships are NOT permitted to APPLY for an internship until Research Project I and Research Project II Proposal have been completed and approved and signed. Any violation of this regulation will be considered a serious ethical breach and grounds for dismissal from the program.
    b. RPI and the RPII Proposal must be completed by OCTOBER 1 in order to apply for a school psychology or non-APA accredited internship.

INTERNSHIPS IN SCHOOLS

Since the only APA-accredited school psychology internships in the tri-state New York area are at the School at Columbia and in Pleasantville, a student who decides to apply for an internship in a school rather than a clinic/hospital facility should consider opting out of the entire APPIC application process. A student cannot apply for an internship unless they have completed Research Project I and have an approved RPII Proposal by October 1 of the fourth year. (See above statements.)

The process for obtaining a school-based internship differs from the APPIC process. A list of possible school-based internships is available from your DCT. The list is based on local information gathered over the past years.

- Several school systems have full-time internships that include a stipend (New York City, Bedford, Ossining, Elmont, Newark, Cooke Center). Most of the other internships do not have stipends.
- Students can review the list of possible placements during the beginning part of the fall semester. (The recent list appears in Appendix I)
- Contact should be made early in the year with possible placements from December through April.
- Students should prepare a CV, 2-3 letters of recommendation, and a writing sample (i.e., an evaluation).
- Given the nature of school budgets, it is not uncommon for students to receive acceptance notices about their internships in April and May.
- A meeting with the DCT to review these issues will occur in the beginning part of the fall semester.

To meet the internship requirement for graduation a student must complete approximately 1500-1750 hours of supervised experience. Students must also have completed three externship (distributed internship) experiences accounting for approximately 1500-1800 hours of experience.

Certification and Licensure

Students are eligible to apply for New York State Certification as a Provisional School Psychologist after they have completed a prescribed course of study and externship experiences approved by the School-Clinical Child Psychology faculty. In this program, you can apply for provisional certification after your 4th year of study has been successfully completed. However, it is recommended that any decision about applying for certification be based upon a thorough review of your career goals with the faculty advisor and Program Director. Applications are made to the State Education Department, Division of Teacher Certification via an online application process at: http://www.highered.nysed.gov/tcert/certificate/

Because our program is also NASP accredited, students who graduate from our program are eligible for National Certification as a School Psychologist. National certification is a very beneficial credential to possess. Currently more than 25 states accept this credential. Possessing the credential makes relocation and employment an easier process. The national certification process involves an application and taking the PRAXIS exam. More information about the exam can be obtained from the DCT.

Any student in the program may select to take the 15-credit Bilingual School Psychology Extension. It includes: "Contemporary Issues in School Psychology," "Integrating Race/Gender and Multiculturalism," "School Consultation and Supervision," "Assessment of Linguistically and Culturally Diverse Populations," and "Bilingual and Multicultural Internship Seminar." To qualify for the extension, this externship experience must take place in a schooling environment with multicultural and/or bilingual populations. Students must also pass a language competency examination.

Licensure requirements in New York State are processed through the New York State Department of Education. Once all Psy.D. degree requirements have been fulfilled, students are eligible for graduation. After graduation you can be called, "Doctor," but not "Psychologist." The latter title can only be used after meeting all state requirements for licensure. Once licensed you can use the title, "Psychologist." Each state has somewhat different requirements for licensure as a psychologist.

Appendix A

Student Evaluation by Externship/Internship Supervisor

Combined School-Clinical Child Psychology Program
Ferkauf Graduate School of Psychology
Externship/Internship Evaluation of Student
Spring 2023

I agree to review this evaluation with the student being evaluated and/or I acknowledge that this will be submitted into the student's file.

These evaluations will be used to send a written evaluation letter to each student. This process occurs twice a year in January and June. If the student is rated at 1 or 2 in any area of competency, a support plan will be developed in collaboration with the student. As part of the plan, a faculty member and the advisor will discuss with student how they can reach the minimum level of achievement for that competency (MLA). Please provide any helpful information to guide this process if you provide a rating of 1 or 2.

Please use the following scale to make your ratings:
1 = not competent (has not shown consistent improvement)
2 = problems but approaching competence (has shown improvement)
3 = competent for current level of training
4 = more than competent
5 = highly competent

Supervisor Name:
Site and Rotation:
Student Name:

Below please rate each student's performance in each of the following 9 domains of the APA Profession Wide Competencies:

Research:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Ethical and Legal Standards:

- Adherence to ethical and professional standards
- Be knowledgeable of and act in accordance with each of the following
- The current version of the APA Ethical Principles of Psychologists and Code of Conduct

- The relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
- The relevant professional standards and guidelines
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Individual and Cultural Diversity:

- Competence in the practice of cultural humility
- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.

Professional Values, Attitudes, and Behaviors:

- Professionalism
- Completion of assignments in a timely manner
- Positive response to supervision and feedback
- Self-reflective abilities
- Realistic sense of strengths and challenges
- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Communication and Interpersonal Skills:

- Communication skills (e.g., active listening, communicates effectively)
- Writing skills
- Interpersonal and collaborative skills
- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

Assessment:

- Administration, scoring and interpretation of psychological/psychoeducational tests
- Writing skills
- Communication skills
- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Intervention:

- Clinical assessment (Interviews, intakes, record review)
- Intervention skills
- Use of evidence-based practice
- Build client-therapist relationship
- Case management and documentation
- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Supervision:

- Supervising Others
- Demonstrate knowledge of supervision models and practices.

Consultation and Interprofessional/Interdisciplinary Skills:

- Consultation
- Demonstrate knowledge and respect for the roles and perspectives of other professions
- Demonstrates knowledge of consultation models and practices.

We would appreciate a brief narrative to guide us in providing feedback to the student about any of your concerns. We are also interested in feedback concerning the student's strengths.

Are there are accommodations or circumstances directly related to the COVID-19 pandemic that Ferkauf should know about with regards to the training year for this student

Appendix B
Attestation Form

YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
1165 Morris Park Avenue
Rousso Building - 1st Floor
Bronx, NY 10461

ATTESTATION OF EXPERIENCE BY SUPERVISOR
2022-2023

TO BE COMPLETED BY STUDENT (*Please Print Clearly or Type)*

Last Name of Applicant	First Name	Middle Initial
Street Address		
City	State	Zip Code

S T U D E N T S M U S T N O T W R I T E B E L O W T H I S L I N E

TO BE COMPLETED BY SUPERVISOR (please print clearly or type)

Last Name of Supervisor	First Name	Middle Initial
Street Address		
City	State	Zip Code

SUPERVISOR'S QUALIFICATIONS AT ONSET OF SUPERVISION

Title (s)			
Institution			Phone Number
Psychology Certification/ License (s)	State/Province	Year Issued	License Number
	State/Province	Year Issued	Certificate Number

ABPP Diplomate	Number	Clinical	Counseling	Industrial	School	Year Awarded
APA Fellow	Yes	No	Year Awarded	In which Division (s)? Numbers or Names		

STUDENT'S WORK EXPERIENCE ATTESTED TO			
Institution Name			
Institution Location			
Start Date Mo./Day/Yr.	End Date Mo./Day/Yr.	Job Title	Hours/Week
Responsibilities:			
Total number of Hours of Internship/Externship (Full-Year):			

Frequency of Supervision: (Check all which apply)					
Kind of Supervision	One Hour		Two Hours		Other (Specify)
	Weekly	Biweekly	Weekly	Biweekly	
Individual Face to Face on Site					
Seminars					
Group Supervision					
Apprenticeship Activities					
Others (Specify) _____					

Do you have any reservations about the applicant's professional competence, professional conduct, or moral characters?	Yes	No

If "yes" to above, please explain (attach additional sheets, if necessary):

_____
_____
_____
_____

Signature Date

Supervisor, return this form directly to:

Ferkauf Graduate School of Psychology
1300 Morris Park Avenue; Rousso Building - 1st Floor
Bronx, NY 10461; Attention: Dr. Abraham Givner

Appendix C

Student Evaluation of Externship/Internship

1. Your Name:
2. Name of Externship/Internship Site
3. Please specify rotations/school level or type/other identifying information.
4. Type of Setting
   - ☒ Community Mental Health Center
   - ☐ Consortium
   - ☐ Health Maintenance Organization
   - ☐ Hospital/Medical Center
   - ☐ Independent Practice
   - ☐ Medical School/Center
   - ☐ Psychiatric Facility
   - ☐ Military Medical Center
   - ☐ School District or System
   - ☐ University Counseling Center
   - ☐ University (non-medical)
   - ☐ VAMC
   - ☐ Other: _____
5. Services Provided at Your Site
   - ☐ Administration
   - ☐ Assessment
   - ☐ Consultation
   - ☐ Psychotherapy
   - ☐ Supervision
   - ☐ Teaching
   - ☐ Other: _____
6. What forms of assessment are you involved in at your site? Check all that apply.
   - ☐ Universal screening/benchmarking
   - ☐ Progress monitoring
   - ☐ Curriculum based measures
   - ☐ Program evaluation
   - ☐ Academic testing (list commonly used tests)
   - ☐ Cognitive testing (list commonly used tests)
   - ☐ Social, emotional, behavior testing (list commonly used tests)
   - ☐ Testing in other areas (list commonly used tests)
   - ☐ Classroom observations (list method if known)
   - ☐ Clinical interviewing (list method if known)
7. What forms of intervention are you involved in at your site? Check all that apply.
   - ☐ Small-group academic interventions
   - ☐ Classwide academic interventions
   - ☐ Universal social, emotional groups (e.g., social emotional learning for all students)
   - ☐ Small-group therapeutic groups (e.g., social skills, CBITS)
   - ☐ Individual therapy
   - ☐ Individual behavior interventions (e.g., FBA)
   - ☐ Classwide behavior management

- Crisis intervention

8. In what month did your placement begin?
9. How many other students are at your site?
10. Name of Primary Supervisor
11. Highest Degree of Supervisor
12. Credentials of that Supervisor
13. Which cohort of students would you recommend apply for this placement? You can pick more than one.
    - 2nd Year
    - 3rd Year
    - 4th Year
    - 5th Year (Internship)
    - Don't send anyone here!
14. Please list and/or describe the major strengths of this site:
15. Please list and/or describe the major weaknesses of this site:

16. **Please use the following five point rating scale to evaluate the training that you received at your externship/internship site.**
    1- not acceptable 2- minimally acceptable 3-acceptable 4-very acceptable 5- excellent training

Cognitive assessment	**1**	**2**	**3**	**4**	**5**	**na**
Personality assessment	**1**	**2**	**3**	**4**	**5**	**na**
Neuropsychological assessment	**1**	**2**	**3**	**4**	**5**	**na**
Report writing	**1**	**2**	**3**	**4**	**5**	**na**
Interpretation and integration of data	**1**	**2**	**3**	**4**	**5**	**na**
Conduct observations	**1**	**2**	**3**	**4**	**5**	**na**
Conduct interviews/ intakes	**1**	**2**	**3**	**4**	**5**	**na**
Psychopharmacology	**1**	**2**	**3**	**4**	**5**	**na**
Work with multicultural and otherwise diverse populations	**1**	**2**	**3**	**4**	**5**	**na**
Classroom management	**1**	**2**	**3**	**4**	**5**	**na**
Individual therapy with children/adolescents (psychodynamic)	**1**	**2**	**3**	**4**	**5**	**na**
Individual therapy with children/adolescents (cognitive-behavioral)	**1**	**2**	**3**	**4**	**5**	**na**
Use of emprically-suported interventions	**1**	**2**	**3**	**4**	**5**	**na**
Individual therapy with adults	**1**	**2**	**3**	**4**	**5**	**na**
Family interventions/family therapy	**1**	**2**	**3**	**4**	**5**	**na**
Consultation	**1**	**2**	**3**	**4**	**5**	**na**
Group work	**1**	**2**	**3**	**4**	**5**	**na**
Working with severely emotionally disturbed	**1**	**2**	**3**	**4**	**5**	**na**
Supervision received	**1**	**2**	**3**	**4**	**5**	**na**
Professional interaction (teachers, psychologists, psychiatrists, social workers)	**1**	**2**	**3**	**4**	**5**	**na**
Crisis intervention and trauma	**1**	**2**	**3**	**4**	**5**	**na**

Substance abuse	**1**	**2**	**3**	**4**	**5**	**na**
Child abuse	**1**	**2**	**3**	**4**	**5**	**na**
Training in supervision	**1**	**2**	**3**	**4**	**5**	**na**
Availability of supervisor when you have questions/concerns	**1**	**2**	**3**	**4**	**5**	**na**

17. Please evaluate your primary supervisor

1 - not acceptable 2- minimally acceptable 3-acceptable 4-very acceptable 5- excellent training

Overall ability to effectively teach and communicate	**1**	**2**	**3**	**4**	**5**	**na**
Ability to establish productive appropriate working relationship	**1**	**2**	**3**	**4**	**5**	**na**
Supervisor maintains regular weekly face-to-face supervision	**1**	**2**	**3**	**4**	**5**	**na**
Supervisor's ability to teach technical knowledge and skills about therapy	**1**	**2**	**3**	**4**	**5**	**na**
Supervisor's ability to teach technical knowledge and skills about therapy	**1**	**2**	**3**	**4**	**5**	**na**
Ethical knowledge attitudes and behaviors	**1**	**2**	**3**	**4**	**5**	**na**
Supervisor's feedback on technical writing (e.g., notes/testing)	**1**	**2**	**3**	**4**	**5**	**na**
Supervisor's ability to stimulate critical thinking	**1**	**2**	**3**	**4**	**5**	**na**
Supervisor's focus on translation research Into practice	**1**	**2**	**3**	**4**	**5**	**na**
Supervisor's ability to translate assessment information into useful recommendations of practice	**1**	**2**	**3**	**4**	**5**	**na**
Overall supervisor rating	**1**	**2**	**3**	**4**	**5**	**na**

18. How prepared were you to begin the externship/internship?
    - Not prepared
    - Somewhat prepared
    - Prepared
    - Well prepared
    - Extremely well prepared

19. How strongly would you recommend this site to other students
    - Excellent
    - Good
    - Average
    - Poor
    - Terrible

20. What suggestions do you have for student who are applying to this site?

Appendix D
Externship/Internship Site Visit Report

Conducted by:

Date of Visit	
Site	
Name of Supervisor (s)	
Name of Student	
Student's Responsibilities	
Describe strengths of site	
Describe weaknesses of site	
Supervisor's evaluation of student	
Your evaluation of supervisor	
Type and frequency of supervision	
Recommendations about site/supervisor/student	

Appendix E

Introductory Letter to Field Supervisors

August 19, 2021

«Supervisor»
«Placement»
«Address», «city»

Dear Dr. «last_name»

I am very pleased that «Student_Name» has been accepted as an extern/intern for the ____ academic year at «Placement»

I am the Director of Clinical Training for the APA-accredited Combined School-Clinical Child Psychology Program and am the faculty member with whom you should communicate regarding «Student_Name».

It is our program's policy to communicate with externship and internship directors and supervisors during the course of the year and to work together on current issues related to the student's training. As such, you can contact me at the address above or via telephone and email. Personally, I find email to be the most efficient way to commence the dialog.

Our program requires that students complete a minimum of 500 hours on externship and a minimum of 1500 hours while on full-time internship in schools or 1600-1750 hours in clinical settings. While the details of the training experience are developed by the student and externship/internship supervisors, our program expects that the experiences will provide the student with a full array of experiences commensurate with their level of training.

Our program requests that supervisors complete two evaluations of the student's performance during the year (in January and again in June). I will send you our Externship/Internship Evaluation form at the appropriate times. However, we will also accept the evaluation form that your facility uses.

Please visit our program's website at: http://yu.edu/ferkauf/school-clinical-child-psychology/ and click on Resources then Externship/Internship Manual and Student Handbook for more detailed program information.

Sincerely,

Sophia Hoffman, PhD
Clinical Assistant Professor and Director of Clinical Training

Appendix F

Supervision Log for Externship/Internship

Completed each month for the duration of the externship/internship

Your name:

Externship/Internship setting:

Primary Supervisor:

1. Please describe the supervisory process during the month (include information on the type of supervision - didactic, role playing, observing supervisor, relational, skills-development, etc.).
    a. Do you have any additional supervisors? If so, please describe those supervisory activities.

2. During this semester indicate which of these activities were "Observed" (Live, Audio, Video) by your supervisor. Insert an "x" in the appropriate cell to indicate the type of observation during this past month. If you were not observed in any of these activities, please leave the cell blank.

	Live	Audio	Video
Intervention (Individual/Group)			
Intakes/Interviews			
Assessment			
Consultation			
Other: Indicate			

3. Please evaluate your supervision (this information is confidential)

Appendix G
CV Template

Your name
(DO NOT USE OVERSIZED FONTS OR COLORS or all capitals- 12 or 14 pt font for headings- no larger. Include degree, if any)

Your address
Phone number
Email address

Insert name of Program Director and DCT and their email address and phone number

Education

201x-Present **APA accredited and NASP-approved School-Clinical Child Psychology Program**
Ferkauf Graduate School of Psychology of Yeshiva University, Bronx, New York
If in third year or above you can indicate that you are a Doctoral Candidate

201x-200x **MS, School Psychology OR Other advanced degrees**
Ferkauf Graduate School of Psychology of Yeshiva University, Bronx, New York
(or other graduate school)

200x-200x **BA, Psychology (or name of degree)**
Name and location of university
Concentration if any
Awards if any

Languages: (can conduct interviews or indicate communication levels)

Certification:

Honors:

Externships:

Placement and Division if any
Aug 2017
Aug 2018 **XXX Hospital**
XXX, New York
Director of Training or Primary Supervisor:

Setting: Community outpatient clinic
Specialized populations: Children, adolescents, and families; children with PTSD, adults with HIV.
Responsibilities:
Additional Rotations:
Group therapy
Specialized Training: Cognitive behavioral therapy

Sept. 2017- Aug. 2016 **Clinical Psychology Externship, Cro Magon Hospital, The Forest, New Jersey**
Director of Training or Primary Supervisor:
Setting: Community outpatient clinic
Specialized populations:
Responsibilities:
Additional Rotations:
Group therapy
Specialized Training: Cognitive behavioral therapy

Placement and Division if any

Aug 2015 Aug 2014 **XXX Hospital XXX, New York**
Director of Training or Primary Supervisor:
Setting: Community outpatient clinic
Specialized populations: Children, adolescents, and families; children with PTSD, adults with HIV.
Responsibilities:
Additional Rotations:
Group therapy
Specialized Training: Cognitive behavioral therapy

Sept. 2014- June 2013 **School Psychology Externship, Garden of Eden Schools, Bronx, NY**
Director of Training or Primary Supervisor:
Setting: Idyllic imaginary school
Specialized populations: angelic children
Responsibilities:
Additional Rotations:
Group therapy
Attachment disorders
Specialized Training:

Related Experience

September 2004- Include information on activities related to your professional development in

the field.

Use the same format as above.

Practica

This is the list of practica in the program. Include only those you have taken

Cognitive Assessment I, II – describe what you did; not what is in the catalog. Then include the name of the supervisor/s

Assessment of Personality – describe what you did; not what is in the catalog. Then include the name of the supervisor/s

Practicum in Child Assessment I, II – describe what you did; not what is in the catalog. Then include the name of the supervisor/s

Neuropsychological Assessment – describe what you did; not what is in the catalog. Then include the name of the supervisor/s

Practicum in Child Therapy: Psychodynamic I, II – describe what you did; not what is in the catalog. Then include the name of the individual and group supervisors

Practicum in Child Therapy: CBT I, II – describe what you did; not what is in the catalog. Then include the name of the individual and group supervisors

Teaching Assistantships

Sept. 2005- June 2006 **Testing Library, Ferkauf Graduate School of Psychology**
Responsible for...

Sept. 2003- June 2004 **Cognitive Assessment I, II, Ferkauf Graduate School of Psychology**
Responsible for...

Presentations and Publications

Follow APA format for this domain

You can move this section and the next one to section immediate below Honors, if applying to a site that has an emphasis on research

Research Experience

Oct 1776- June 1778 **Research Assistant, AECOM Institute for the study of Graduate students**
Describe your responsibilities and then include name of supervisor

Sept. 1775- **Research Assistant, Revolutionary College of Human Rights**
July 1774 Conducted focus groups on the British demands for taxation. Analyzed group data and prepared report for Dr. Washington

June 1773- **Summer Fellow, National Institute of Mental Health**
Aug. 1774 Responsible for child interviews, literature reviews...

Other Work Experience – include other experiences using same format

Professional Affiliations

Student Affiliate, American Psychological Association
Division 16: School Psychology
Division 53: Society for Child and Adolescent Psychology
Student Affiliate, National Association of School Psychologists
OR others

Conferences and Workshops that you attended or conducted (indicate if you attended or conducted)

July 1776 Massachusetts Institute of Medicine
Symposium on the after effects of revolutionary zeal
Conducted by Derek Jeter, Psy.D.

Appendix H
Externship/Internship Plan

[EXTERNSHIP/INTERNSHIP] PLAN

This plan is statement of mutual agreement between Yeshiva University's School-Clinical Child Psychology Program and [**SUPERVISOR'S NAME**] who is employed by, or consultant to [**NAME OF FACILITY**] regarding [**NAME OF EXTERN/INTERN**]'s [**EXTERNSHIP/INTERNSHIP**] experiences.

It is understood the [**EXTERN/INTERN**] is enrolled in the School-Clinical Child Psychology Program at Yeshiva University and must complete an [**EXTERNSHIP/INTERNSHIP**] as part of their degree requirements. [**The Externship experience will include a minimum of 500-600 hours/The Internship will consist of 1500-1750 hours**]. It will commence on [**START DATE**] and end on [**END DATE**]. _____.

The student's responsibilities are described in this document and need to be respected within the framework of the employment setting. This designation ("Extern" or "Intern") must also appear in all correspondence between the Doctoral Program and the supervisor.

1. The externship/internship is designed to provide the student with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skill.
2. The experience provides training in a range of assessment and intervention activities conducted with and for children and youth or adults needing psychological or psychoeducational services.
3. The externship/internship agency employs a designated licensed psychologist who is responsible for the integrity and quality of the externship experience.
4. A licensed psychologist should provide supervision. The supervisor should be a staff member of the agency or an affiliate of that agency or a designated person from the faculty who is responsible for externship experiences.
5. The Supervisor, together with the student, will develop an experience that both broadens and expands on the activities that the student was involved with in the past.
6. The student will have the title of "Extern" or "Intern" on all correspondence between the training program and the site.
7. Students will not be permitted to apply for internships in schools or other non-accredited sites unless their "Internship Plan" stipulates that **the student will receive at least four hours of supervision a week - two of which must be individual supervision.** This requirement is consistent with the SOA (Standards of Accreditation from APA) regulations, that state, "Interns receive at least 4 hours of supervision per week. The supervisor(s) must conduct a total of at least 2 hours per week of individual supervision with the intern during the course of the year."

8. A minimum of one hour per week of direct supervision for every four hours of direct contact is recommended for the Externship.
9. In addition to individual supervision, there is an additional average of at least one hour per week in scheduled learning activities such as case conferences, seminars, in service training, etc. These activities may be in conjunction with other professionals.
10. The supervisor evaluates the student twice a year on issues of knowledge, skills, and attitudes.
11. The intern may spend up to 25% of the time in research activity.

(Adapted from APA's SOA regulations and modified from the Council of Directors of School Psychology Programs Guidelines for Doctoral Internships in School Psychology)

Please indicate (x) if the extern will be engaged in the following activities during the 2023-2024 academic year.

	2021-2022
Alcohol and drug treatment	
Assessment w. preschoolers	
Assessment with children/adolescents	
Assessment with adults	
Attend workshops/ rounds, case conferences	
Classroom management	
Conduct In-Service training	
Conduct workshops, present at case conferences	
Consultation/Liaison work	
Crisis intervention	
CSE/CBST meetings	
Dyadic intervention	
Educational Planning	
Family treatment	
File reviews	
Group treatment	
Individual Treatment With children With adolescents With adults	
Inpatient work	
Interviewing/ Intakes	
Neuropsych assessment	
Observation	
Outpatient work	
Peer mediation	

Pre-K screening	
Psychopharmacological Issues	
Remediation	
Report writing	
Research	
Social skills training	
Supervision received	
Supervision to others	
Other activities	
TOTAL # of HOURS /WEEK (on average)	

Describe the population with whom the Extern/Intern will be working: (Age range, ethnicity, SES):

Describe the Extern/Intern's responsibilities (Use other side of page)

By signing this document, I am agreeing to the conditions being proposed.

Student's Name and SIGNATURE _____
Name and Address of Placement _____
_____

Supervisor's Name and SIGNATURE _____
Telephone # _____
Supervisor's Email Address _____

Appendix I
School Psychology Internship List

Abraham Heschel School
Ardsley, NY Schools
Baltimore, MD Schools
Bilingual School (Connecticut)
Buckley School
Bronxville Union Free School District
Commack, NY Schools
Dade County Schools (Florida)
Dobbs Ferry, NY Schools
Dwight-Englewood School (New Jersey)
Elmont CSD
Fair Lawn, NJ Schools
Frisch Yeshiva
The Gateway School
Great Neck, NY Schools
Harrison, NY Schools
Hewlett, NY Schools
Lowell School
Manhattan Center for Early Learning
Mary Mc Dowell School
Newark, NJ Schools
New Rochelle, NY Schools
Newton, MA Public Schools
Port Washington, NY Schools
Ramaz Hebrew Day School
Robert Louis Stevenson School
Scarsdale, NY Schools
Solanter Academy of Riverdale
The Summit School
Syosset, NY Schools
Teaneck, NJ Schools
Three Villages CSD
Westport, CT Schools
Westchester School for Special Children
White Plains, NY Schools
Abraham Heschel School
Ardsley, NY Schools
Baltimore, MD Schools
Bilingual School (Connecticut)
Buckley School

Bronxville Union Free School District
Commack, NY Schools

Suffolk County, NY:
William Floyd High School; Mastic Beach, NY 11951
Kings Park School District; Kings Park, NY 11754
Sachem Central School District, Holbrook, NY 11741
Bayport-Bluepoint Union Free School District, Bayport, NY
Walt Whitman High School, Huntington, NY 11746
Three Village School District ,East Setauket, NY 11733
Bay Shore Union Free School District-Bay Shore, NY
Cold Spring Harbor School District; Cold Spring Harbor, NY
Brentwood School District-Brentwood, NY
Commack School District—Commack, NY
Connetquot School District—Bohemia, NY
Deer Park School District- Deer Park, NY
Sayville School District—Sayville, NY
Shoreham-Wading River School District—Shoreham, NY

Additional listings for internships in Massachusetts and New Jersey are available from the Program Director

Appendix J
New York State Regulations Concerning Licensure

Regulations of the Commissioner

Part 72 Psychology.

§ 72.1 Professional study of psychology.

a. To meet the professional education requirement for admission to the licensing examination, the applicant shall present evidence of a doctoral degree in psychology awarded upon completion of a doctoral program in psychology registered by the department and designated as licensure qualifying, or determined by the department to be the substantial equivalent in design, scope, content and resources to a New York State-registered program that is licensure qualifying as defined in subdivision (b) of this section.
b. To be determined the equivalent of a New York State-registered and licensure qualifying doctoral program in psychology, a program shall be:
    1. offered by an institution accredited by an accrediting organization acceptable to the department or recognized by the appropriate civil authorities of the jurisdiction in which the school is located as an acceptable doctoral program in psychology;
    2. designed and conducted by the degree-granting institution to prepare graduates to practice professional psychology independently; and
    3. demonstrated to be substantially equivalent to the requirements for the registration of a licensure qualifying doctoral program in psychology pursuant to Part 52 of this Title. Such program shall consist of at least three years of full-time study, or the part-time equivalent thereof, including at least 30 semester hours of coursework obtained at the doctoral degree-granting institution.

§ 72.2 Experience.

a. For licensure, an applicant shall present evidence satisfactory to the State Board for Psychology of two years of full-time supervised experience, or the part-time equivalent thereof, such experience to consist of 3,500 clock hours, in accordance with the requirements of this section. Of such two-years of experience, one year of full-time supervised experience or its equivalent, consisting of 1,750 clock hours, shall be required for admission to the licensure examination. Applicants completing the doctoral degree requirements on or after October 1, 1992, shall present evidence that at least one of such two years of required experience was gained after the date that the institution which

granted the doctoral degree in psychology has determined is the date that the applicant completed all requirements for that degree.

b. Content.
    1. The experience shall consist of a planned programmed sequence of supervised employment or engagement in appropriate psychology activities performed in accordance with the definition of the practice of psychology contained in section 7601-a of the Education Law and satisfactory in quality, breadth, scope and nature.
    2. In addition to other forms of satisfactory experience, the department may accept up to one year of the following:
        i. a university-approved doctoral-level practicum, internship, field experience, or applied research experience, any of which shall integrate psychological knowledge and application, provided that the research experience shall not be part of the applicant's dissertation or thesis requirement; and
        ii. teaching the subject of psychology as a faculty member, provided that the teaching meets the requirements for acceptable experience imposed by this section.

c. Setting. For a setting to be acceptable, it shall meet the following requirements:
    1. The setting shall provide services defined in the practice of psychology, as set forth in section 7601-a of the Education Law.
    2. The setting shall provide supervision by a qualified psychologist who is responsible for the design, coordination, integrity, and quality of the applicant's experience. The supervisor shall be the owner of, be employed by, or be a consultant to the entity in which the experience occurs, provided that on or after January 1, 1988, a qualified consultant providing supervision shall be retained by such entity.
    3. The setting shall provide titles to the unlicensed individuals gaining experience for licensure that conform to the requirements set forth in section 7605 of the Education Law. Employment titles which do not include the word psychology or a derivation thereof may be used if the experience is consistent with the definition of the practice of psychology in section 7601-a of the Education Law.
    4. The setting in which the experience is gained shall be responsible for the services provided by individuals gaining experience for licensure.

d. Duration.
    1. Acceptable experience shall consist of a continuous experience within periods of at least six months, except that experience in academic settings shall consist of a continuous experience within a period of not less than one semester and, in the case of teaching experience, shall consist of not less than six credit hours per semester. The six-month periods of experience or the semesters of experience shall not be required to be immediately successive one after the other.
    2. Full-time experience shall consist of at least 35 hours per week, and for experience gained on or after January 1, 1998, not more than 45 hours per week.

3. Part-time experience shall consist of at least 16 hours per week but not more than 34 hours per week, which shall be distributed over at least two days.

e. Supervision.

1. Supervision shall be provided by a psychologist licensed in the jurisdiction where the supervised experience occurs. The supervisor shall be the owner of, be employed by, or be a consultant to the entity in which the experience occurs, provided that on or after January 1, 1988, a qualified consultant providing supervision shall be retained by such entity. In an exempt setting, as defined in section 7605(1) of the Education Law, the supervisor shall have qualifications satisfactory to the department, based on a review of factors which include but are not limited to: educational attainment of the supervisor and position held by the supervisor.
2. For experience gained prior to January 1, 1998, the following requirements shall apply:
    i. Supervision shall occur weekly in direct human service settings and shall include at least one hour per week of face-to-face individual supervision pertaining to services rendered and, for experience gained after January 1, 1988, one additional hour per week in other learning activities including face-to-face supervision, seminars, group supervision or apprenticeship activities. Supervision of part-time experience shall in no instance consist of less than one hour per week of face-to-face supervision.
    ii. Supervision in other than direct human service settings, including academic, industrial and research settings, shall comprise of at least two hours biweekly in such learning activities as face-to-face individual supervision, seminars, group supervision or apprenticeship activities. Supervision of part-time experience shall in no instance consist of less than one hour biweekly.
3. For experience gained on or after January 1, 1998, the following requirements shall apply:
    i. For every full-time experience, supervision shall occur weekly and shall include one hour per week of face-to-face individual supervision pertaining to services rendered and one additional hour of supervision which shall be either face-to-face supervision, group supervision, seminars or workshops, or apprenticeship activities.
    ii. For every part-time experience, applicants shall have two hours of supervision within every two week period, one hour of which shall be face-to-face supervision; and one hour of which shall either be face-to-face supervision, group supervision, seminars or workshops, or apprenticeship activities.

§ 72.3 Licensing examination.

a. Content. The licensing examination shall consist of an examination designed to test knowledge related to all areas of psychology.
b. The department may accept scores satisfactory to the State Board for Psychology on the examination(s) of the Association of State and Provincial Psychology Boards, or an examination determined by the department to be comparable in content, as meeting the requirement for passing the licensing examination.
c. Passing score. The applicant shall pass the examination with a converted score of at least 75.0 as determined by the State Board for Psychology.

§ 72.4 Limited permits.

a. The department may issue a limited permit to practice psychology to an applicant who meets the requirements of subdivisions (b) or (c) of this section.
b. Upon recommendation of the State Board for Psychology, the department may issue a limited permit to practice psychology to an applicant who meets the requirements of this subdivision.
    1. The applicant shall:
        i. file with the department an application on a form provided by the department together with the statutory fee for the limited permit;
        ii. be of good moral character, as determined by the department;
        iii. hold a certificate or license to practice psychology issued by another state or country, and be qualified for admission to the examination for licensure as a psychologist, as prescribed in section 72.3 of this Part; and
        iv. have resided in New York State for a period of not more than six months prior to the filing of the application for the limited permit.
    2. The limited permit issued pursuant to this subdivision shall be valid for a period of not more than 12 months, or until 10 days after notification to the applicant of failure of the professional licensing examination or until the results of a licensing examination for which the applicant is eligible are officially released, whichever comes first. Such limited permit shall not be renewable.
c. Upon recommendation of the State Board for Psychology, the department may issue a limited permit to practice psychology to an applicant who meets the requirements of this subdivision.
    1. The applicant shall:
        i. file with the department an application on a form provided by the department together with the statutory fee for the limited permit;
        ii. be of good moral character, as determined by the department;
        iii. have completed all doctoral degree requirements, including the doctoral dissertation, for a program that meets the professional study requirements

for licensure in psychology in accordance with section 72.1 of this Part, except that the applicant shall not be required to have actually received the degree;

iv. submit adequate documentation that the applicant has arranged for a supervised experience, approved pursuant to section 72.2 of this Part, and needs the limited permit to participate in the experience. Such documentation shall identify the individual who has responsibility for supervising the applicant's experience while under the limited permit, and include a signed statement by the supervisor certifying that he or she will provide supervision of the applicant's experience.

2. The limited permit issued pursuant to this subdivision shall be valid for an aggregate of not more than three years. Such limited permit may be renewed by the department for one additional one-year period, provided that the applicant documents that he or she has arranged for a supervised experience, approved pursuant to section 72.2 of this Part, needs the limited permit to participate in the experience, and has good cause that prevented the applicant from meeting the experience requirement for licensure while under the original limited permit, including but not limited to, any of the following reasons: a specific physical or mental disability certified by an appropriate health care professional; or extended active duty with the Armed Forces of the United States; or other good cause which in the judgment of the department made it impossible for the applicant to complete the experience requirement for licensure while under the original limited permit.

§ 72.5 Exempt practice.

A psychologist eligible for exempt practice in accordance with section 7605(4) of the Education Law, shall notify the department of the time and place of such exempt practice. Practice under this one-time exemption shall not exceed 10 consecutive business days or a total of 15 business days in a 90-day period.