

FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

YESHIVA UNIVERSITY

SCHOOL-CLINICAL CHILD PSYCHOLOGY PROGRAM:

EXTERNSHIP and INTERNSHIP MANUAL

2018-

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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Appendix A: The same as Externship Plan is on pages 9 and Internship Plan on page 17.

Appendix B: Attestation Form

Appendix C: Externship/Internship Site Visit Report

Appendix D: Introductory letter from Program Director to Field Supervisor

Appendix E: Externship/Internship Monthly Logs

Appendix F: Evaluation by Internship Supervisor

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Appendix I: School Psychology Internship list

Appendix J: Part 72- Commissioner's regulations for Licensure in Psychology

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 School's Parnes Center for Psychological and Psychoeducational Services 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 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.

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 course work in each year.

Supervised Experiences

There are three types of supervised experiences- the Practicum, the Externship and the Full-time Internship.

The **Practica** are part of formal course work and are supervised by the program faculty responsible for the courses. Practicum experiences are associated with: Cognitive Assessment I, Psychoeducational Assessment, Appraisal of Personality, Child Assessment with Practicum I-II, Neuropsychological Assessment, and Practicum in Child Therapy I-II (CBT and Psychodynamic).

The **Externships and Full-time 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 course work. The internship is the culminating doctoral-level experience.

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 “practica” 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 the 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 work days per week. The expectation is that students will complete a minimum of 500-600 hours during each externship experience. Students accumulate approximately 1500-1800 hours of supervised experience by psychologists who are employees or consultants to the facility, prior to internship.

Students are responsible for following the externship/internship's calendar in terms of beginning and end dates and holidays. **In other words, even if Ferkauf's 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 has a stated vacation date. **CHECK WITH THE SITE SUPERVISOR** about vacation days – if any.

Full Time Internship. Guidelines for the internship experience comply with the Council of Directors of School Psychology Programs' Guidelines for Doctoral Internships in School Psychology and meet Clinical Psychology requirements. (See Appendix A for a copy of these guidelines). 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.

The full-time internship is the culminating academic experience and is taken after all course work has been satisfactorily completed. **The Program requires students to accumulate a1500-1750 hours of Doctoral level internship experience prior to graduation.** Students who complete an internship in a mental health facility are able to acquire 1750 hrs of experience, while those interning in a school can usually acquire 1500 hrs in ten months. New York State regulations concerning licensure as a Psychologist state that students can receive credit for **no more than 1750 hours of pre-doctoral internship experience** even if they complete more than that number of hours. **Hours accumulated during externship do not count towards licensure hours.**

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 Internship requirements:

- 1- A student gains 1750 hours of internship experience if they work a minimum of 35 hours a week for **twelve 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 ten-month school year. Students can extend the school-based internship to twelve 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

The Supervisor.

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,

- a. 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
- b. Provides a minimum of two hours of direct supervision and an average of one hour of other supervisory experiences, such as group supervision, **for the internship**. A minimum of one hour a week of direct supervision 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 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.
- g. The supervisor receives an appointment from Yeshiva University as an Adjunct Field Supervisor and is considered a member of the adjunct faculty.
- h. The supervisor is required to submit an up-dated c.v. prior to being approved as an Adjunct Field Supervisor.

Externship and Internship Seminars: Students in the second, third, fourth years of the Program must register for Externship Seminar (PSS 8943-48) each semester they have an Externship. Students on Internship register for Doctoral Internship seminar (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 university 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 F.)
- At the end of the externship or internship experience, the supervisors are asked to complete an "Experience Attestation" form that is kept on file in the Program Director's office, the Psychology Office and the Registrar's Office 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 director of the program. (Appendix G)

- 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 C for a copy of Externship/Internship Site Visit Report.)
- The Program Director and/or program faculty communicate with field supervisors during the year to follow up on the student's progress. The Program director is in contact with supervisors through e-mail and telephone. 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 Program Director 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 D.
- The field supervisor is awarded an adjunct faculty appointment as, "Adjunct Field Supervisor."

Monthly Logs. Students are required to complete monthly logs of their externship and internship experiences. The logs provide detailed information concerning assessment, intervention, consultation and supervision. The logs are submitted in January and June. The June log needs to be signed by the on-site supervisor and is filed with the program director. (See Appendix E for a copy of the log). Students may opt to use "*Time2Track*" or other online forms to collate this information instead of using the Program's template.

Supervisor Summaries. Students are required to submit monthly summaries of their supervision experiences that include information about the quality and quantity of supervision, and the type of live observation that is required.

Externship and Internship Requirements

Students are required to complete approximately 3250-3500 hours of internship and externship experiences. Students gain a minimum of 500-750 hours during each year of the Externship experiences and an additional 1500-1750 hours during the final year's Full-time Internship. **Acceptable deviations from the standard requirement 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;
- Be involved 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 under supervision of a licensed psychologist - who should also be a credentialed school psychologist - for a minimum of two days a week for ten months (approximately 500 hours) – students register for PSS 8943 in the fall and PSS 8944 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 ten months** (approximately 600-750 hours); students register for PSS 8945 in the fall and PSS 8946 in the spring semester;
- The **fourth** year's Externship requires the student to work in a regular 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 for ten months – no more than 20 hours, except with program approval (approximately 600-900 hours); students register for PSS 8947 in the fall and PSS 8948 in the spring semester;
- Students in the fifth year are required to complete a **Full-time 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 placement. The fifth year internship is usually a funded position. The Internship can also be completed in two half-time years. Students register for PSS 8941 in the fall and PSS 8942 in the spring semester. *Each course carries one credit.*

Externship Plan

Students are required to complete an Externship Plan with advisement from the on-site Externship/Internship Supervisor. This plan will stipulate the agreed upon activities that are to be completed during the externship and internship year. A template for the Externship plan can be

found on the next page. The Internship Plan is discussed in another section of this document. **The Externship plan must be returned to the Program Director 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.

EXTERNSHIP 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) _____'s externship experiences.

It is understood the Extern is enrolled in the School-Clinical Child Psychology Program at Yeshiva University and must complete an externship as part of her/his degree requirements. This externship experience will include a minimum of 600 hours. It will commence on _____ and end on _____

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

1. The externship is designed to provide the Extern with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skill.
2. The externship 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 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 extern, 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" on all correspondence between the training program and the site
7. The externship includes an average of at least one hour per week of regularly scheduled formal, face-to-face individual supervision with the specific intent of dealing with school/clinical psychological services rendered directly by the extern. The mentor must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
8. 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.
9. The externship supervisor evaluates the student twice a year on issues of knowledge, skills and attitudes.
10. Supervision and education will account for at least 10% of the extern's time. Some of the activities may occur at times other than the regular workday.
11. The intern may spend up to 25% of the time in research activity.

(Condensed 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 2018-19 academic year.

	2018-19
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 will be working: (Age range, ethnicity, SES):
Describe the Extern'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 of Placement and address _____

Supervisor's Name and SIGNATURE _____

Telephone # _____

Supervisor's Email Address _____

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 Program Director 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 Program Director 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 2019-20. 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 (PSIDNYS) and the New York New Jersey Association of Directors of Training (NYJADOT). 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.**

PSYDNYS-NYNJADOT Externship Guidelines for 2019-20

1. There will be a six-week period between submission of applications and the first date on which offers may be made to students. The earliest date that students may submit applications is Tuesday, January 22, 2019. **The earliest date on which an offer may be made to a student is Monday, March 4 at 9 am.**
2. Offers can be made between 9am and 5 pm. **Offers can only be made via email and respective DCTs must be copied on the email offers.** Phone calls are not acceptable.
3. During the period of time that guidelines governing the externship process are in effect, applicants may hold no more than two offers during any 1 hr time period. That is, applicants must decline additional offers within an hour's time of receipt.

4. Students receiving offers on Monday, March 4, have until 9:00 AM on Tuesday March 6 to accept or reject the offer they are holding.
5. **Students who receive an offer on Tuesday March 5 BEFORE 3 pm have until 9 AM on Wednesday to accept or reject the offer.**
6. Offers made after 3 pm Tuesday are no longer governed by the Externship Guidelines. That is, **Externship Guidelines for the 2019-20 Externship Match are suspended AFTER 3 pm on the second day, Tuesday March 5.**
7. Students who receive an offer after 3 pm on March 5, 2019 will abide by each site's stated guidelines with regard to time allowed to respond to offers. The site's guidelines are to be judiciously and fairly enacted. Sites should provide at least a one to two hour period for the student to make a decision.
8. **All application materials, including letters of recommendation, are to be sent electronically as attachments to a single email or as hard copies mailed as one packet with the contents of the letters transparent to the students.**
9. Sites are strongly encouraged to update their WIKI information prior to December 15. They should include number of positions that are offered by the placement and number of hours required (http://psychpracticum.fdu.edu/index.php/Main_Page);
10. Sites are strongly encouraged to update the number of positions by 5:00pm on each of the first two days of the match (March 4 and March 5).
11. Students need to insert their DCT's name, email address and phone numbers on their CVs.
12. Students need to inform the sites and DCTs of acceptances and subsequent withdrawals from all sites where they were granted interviews. If the site has posted "all positions filled" on the wiki, students are not required to send withdrawal email.
13. Students must confirm receipt of any interview offer by emailing the EC.
14. Students should check their SPAM folders to ascertain if any interview or acceptance offer has been directed to SPAM.
15. Students should ask for letters of recommendation from their faculty or others as early as possible in the semester.

16. **Students are not to send “Thank you” notes to their interviewers or to other professionals at the externship site.**
17. **As of February 11, it is permissible for applicants to 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 (See item 25b for related information)**

ECs

18. **It is recommended that ECs set a specific date when they will stop accepting applications.** (The WIKI site will accommodate this data.) Of course you will be able to change the date as is warranted.
 19. It is recommended that ECs provide information on their WIKI page as to whether attending the externship will constrain, 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.
 20. **ECs should state, on their webpage and WIKI site, whether their site is willing to interview students who are concurrently applying for internship. (see item 27a.)**
 21. Externship Coordinators need to cc (**via email only**) DCTs on all interview offers, acceptances and rejections.
 22. ECs are strongly encouraged to post their time frame for interviewing.
- DCTs**
23. DCTs should affirm their students’ rankings prior to Match day.
 24. Eligibility letters should state if the student is applying for both externship and internship during the current cycle.
 25. **DCTs will provide Letters of Eligibility that specify the number of hours that students can complete on externship.**
 26. DCTs will oversee their students’ compliance with all the guidelines – and specifically, adherence to the policies concerning acceptance and rejection of offers
 27. **Limiting the number of student applications:**
 - a. **Students applying for PRE-DOCTORAL INTERNSHIP (through the APPIC Match or otherwise) MUST ATTEST, on their externship application, that they are applying for an internship concurrent with the application for externship. These students must receive their DCT’s approval to apply for externship concurrent with internship applications. The externship site should state their position about such applications on their website and WIKI site.**
 - b. DCTs are to place limits on the number of applications that students can initially submit (from Jan 22 until February 11). Students who are applying for a clinical

externship for the first time are permitted to apply to no more than ten sites prior to February 5. Students applying for their second clinical externship can apply to no more than eight sites; students applying for their third externship are permitted to apply to no more than six sites prior to Feb 11.

c. After Feb 11, DCTs will discuss the usefulness of additional submissions with their students (second wave of applications)

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, though 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, a monthly log and having the supervisor complete an evaluation.

Second year: During the second year, students take a year-long practicum in child assessment, courses in School Consultation and Supervision, Consultation-based Interventions, Evidence-based Interventions with Youth I-II, Introduction to Child Therapy, Research Methods and others.

Externship Requirements: 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 **ten 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 his/her 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. Courses: During the third year, students take a year-long practicum in child therapy – in either CBT or Psychodynamic treatment (carrying a minimum of two cases from our clinic and receiving both individual supervision by an outside licensed psychologist who has their own private practice and by program faculty), Psychodynamic Theory and Practice with Children and Families I-II, a practicum in neuropsychological assessment (an elective), and other advanced courses such as trauma with children and adolescents, working with young adults, etc.

Externship Requirements: 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 **ten months with children/adolescents and families.**

The student is expected to:

- continue his/her professional socialization experience by working with other mental health professionals - 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 interventions 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-V classifications and diagnoses;
- further develop skills related to specific disorders;
- have experiences dealing with current psychiatric problems that manifest in the mental health setting (i.e. 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. Courses: During the fourth year students take a year-long practicum in child therapy – in either CBT or Psychodynamic treatment (carrying a minimum of two cases from our clinic and receiving both individual supervision by an outside licensed psychologist who has their own private practice and by program faculty), are expected to complete RPII. They also take advanced seminars and practica, with their advisor’s approval.

Externship Requirements: The externship experience in the fourth year requires the student is to spend no more than 20 hours per week (for **ten months**) in a mental health setting or school. (**The student who completes the fourth year of the program is eligible for New York State Provisional Certification as a School Psychologist.** However, it is not recommended unless the student is planning a fifth year school-based internship.) 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. Courses: Students register for Doctoral Internship Seminar I-II. There are no other required courses in the fifth year of the program. Students are expected to complete any remaining research requirements during the year.

Internship Requirements: The student is expected to complete a full time internship (a minimum of 35 hours per week for 10-12 months – 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 ten months.

The 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, below, must be used by all students who are at Non-APA accredited clinical internships and at school internships. It is not required if you intern at an APA-accredited site.**

INTERNSHIP PLAN

This is a statement of mutual agreement between Yeshiva University's School-Clinical Child Psychology Program and (supervisor's name) _____ who is employed by or consultant to _____ regarding (name of Intern) _____'s pre-doctoral internship experiences.

It is understood that the intern is enrolled in the School-Clinical Child Psychology Program at Yeshiva University and must complete a full-time internship as part of her/his degree requirements. The total internship experience must include a minimum of 1500 hours and must be completed within 24 months.

Whether or not the Intern receives payment for the internship it is understood that she/he is considered to be an "Intern," and his/her responsibilities as an Intern are described in this document and need to be respected within the framework of the employment setting. This designation ("Intern") must also appear in all correspondence between the Program and the supervisor.

It is important to be mindful that the student and supervisor may be in a dual-role relationship due to the nature of the intern's employment situation. All parties will make every effort to minimize the potential for conflicts within this relationship.

1. The internship is designed to provide the Intern with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skill.
2. The internship provides training in a range of assessment, intervention and consultation activities conducted with and for children and youth needing school-clinical child psychological services.
3. The internship agency employs a designated licensed psychologist who is responsible for the integrity and quality of the internship program.
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 internship experiences.
5. The Supervisor, together with the intern, will develop an experience that both broadens and expands on the activities that the student was involved with in the past. This includes an expansion of the supervisory experience. **The Intern must provide the training program with a description of the intern's expected responsibilities and functions, no later than September 15, 20__**
6. The student will have the title of "Intern" on all correspondence between the training program and the employment site
7. The internship includes an average of at least two hours per week of regularly scheduled formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
8. In addition to individual supervision, there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences, seminars, in service training, etc. These activities may be in conjunction with professionals other than school psychologists.
9. Supervision and education will account for at least 10% of the intern's time. Some of the activities may occur at times other than the regular workday.
10. The intern may spend up to 25% of the time in research activity.
11. The intern will have scheduled and unscheduled opportunities to interact with interns, school psychologists and /or other psychologists and professionals.

(Condensed and modified from the Council of Directors of School Psychology Programs
Guidelines for Doctoral Internships in School Psychology)

Please indicate the activities that the intern will be engaged in during the 2018-19 academic years.

	2018-19
Alcohol and drug treatment	
Assessment w. preschoolers	
Assessment with children	
Assessment with adolescents	
Attend workshops/ rounds, case conferences	
Classroom management	
Conduct In-Service training	
Conduct workshops, present at case conferences	
Consultation	
Crisis intervention	
CSE/CBST meetings	
Dyadic intervention	
Educational Planning	
Family treatment	
File reviews	
Group treatment	
Individual Treatment With children With adolescents With adults	
Interviewing	
Neuropsychological assessment	
Observation	
Peer mediation	
Pre-K screening	
Psychopharmacological Issues	
Remediation	
Report writing	
Research	
Social skills training	
Supervision received	
Supervision to others	
Workshops	
Other activities	

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

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

Intern's Name and SIGNATURE _____

Name of Placement and address _____

Starting Date and ending date of the Internship _____

Supervisor's Name and SIGNATURE _____

Supervisor's Telephone # _____
Supervisor's Email Address _____

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.

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 school-"externships" will be distributed to all students. Students are asked to rank order three sites and to discuss their choices with appointed faculty. The list contains the names, addresses and email addresses of each site's contact person. Information about each site is available from past evaluations (to be found in the Program director's office) and from discussion with more advanced students. Contacts should not be initiated with the site until the student has received the program director's consent. If there is a potential externship site that is not listed, the student can discuss its possible inclusion with the Program Director.

Things to keep in mind.

- There is no uniform application for the second year externship in the schools and in many cases there is no application at all.
- Students will need an up-dated cv (see Appendix H for a cv template), a transcript, and perhaps one or two letters of recommendation.
- Please ask the instructors for their recommendations 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 Program Director. This letter is required for most sites.

The Program Director will review your rankings and inform you of which two sites to apply to for externship. Once he/she does so, you can contact the sites to arrange an interview.

Second Year Students: Students will review third year options by accessing the APA site (<http://psychpracticum.apa.org>) This site contains information about approximately 300 externship options in NY and NJ. The Site was developed in partnership with PSIDNYS and NYNJDOT. 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 student can apply to 10 sites and third year student can apply to eight sites. Students should not initiate contacts with any site until they have discussed their

choices with appointed faculty. Students can contact sites to gather information; BUT, students are not permitted to apply to any site until the stipulated date that can be found in the Externship Guidelines. PLEASE REVIEW THE EXTERNSHIP GUIDELINES ABOVE.

In the meantime,

- You will need a resume (see Appendix H 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 recommendations well in advance of the mailing date.
- Most applications will be submitted online. However, some sites may require ‘Hard’ copies of all material.
- **You can request a letter of eligibility acknowledging your status in the program from the Program Director. This letter is required for most sites.**

Third Year Students. Students should follow the guidelines described in the prior section for their fourth year 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 fifth-year full time internship (1500-1750 hours). APA-accredited clinical internships have significant stipends, while those in school placements do not.

Full time APA, Clinical Internship Application Process

1. www.appic.org - register in June
2. check MATCH –register : www.natmatch.com/psychint (in July)
3. check on line directory
4. check other links to get acquainted
5. The APPIC application for 2019-20 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 School-Clinical

Things to do over the summer of your third year:

- 1- update your current cv to include the fourth year externship
- 2- gather all your monthly summaries from last two years and update this year’s
- 3- download the application and specifically look at the lists of tests, and clinical experiences that you will need to be document. Begin to orient your quantitative information to fit the APPIC application

- 4- think about whom you will get recommendations from- You will need three – ask current externship supervisor, at least one faculty person and perhaps next year’s supervisor – obviously you will wait on that one
- 5- Be sure to remove ALL INCOMPLETES
- 6- Select two assessment reports that you are confident about. Be sure to delete all identifying information on the reports.
- 7- You will need to write four, 500 word essays – personal essay, cultural diversity, research and theoretical orientation. There is a prescribed timetable for submitting first drafts of each essay to your research advisor.
- 8- Prepare two complete evaluations- not necessarily the neuropsychology evaluation. Be absolutely certain to remove all identifiers from your evaluations. Any identifier will immediately disqualify your application due to ethical violations.
- 9- YOUR RESEARCH ADVISOR WILL REVIEW ALL YOUR APPLICATION DOCUMENTS. THE ADVISOR NEEDS TO APPROVE THE FOUR ESSAYS, A COVER LETTER AND CV. THE PROGRAM DIRECTOR WILL AGAIN REVIEW THE DOCUMENTS AFTER FACULTY APPROVAL.

You need to be organized and methodical.

You will have access to completed applications from prior years to use as a guide

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 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.

DEADLINES FOR SUBMITTING ALL MATERIALS DIFFER FROM SITE TO SITE though 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 Doctoral Internship Seminars I-II (PSS 8941-42).
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 (by your supervisor, not CCI) Proposal for Research Project II, no later than October 1 of the year they are applying for internship.**
 - b. **Completion of Research Project I requires your Research Advisor's signature on the completed copy by Oct 1. You will not be permitted to apply for an APA-accredited internship without your advisor's signature on the completed copy 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-APA MH settings**
 - a. **Students who are applying for school or non-APA accredited internships are NOT permitted to APPLY for an internship offer until Research Project I and a Proposal for Research Project II have been completed and approved by your Research Advisor. Any violation of this regulation will be considered a serious ethical breach and grounds for dismissal from the program.**
 - b. **RPI and the proposal must be completed by OCTOBER 1 in order to apply for a school psychology or non-APA accredited internship.**

SUBMISSION OF PROPOSAL

10. Once a student has completed Research Project I, they are expected to prepare a research proposal for Research Project II, with the guidance of their advisor.

- a. *Some students may develop the proposal for RPII prior to completing RPI. This occurs because of immediate exigencies related to data collection or other relevant issues. In such cases, your research advisor must sign or give verbal approval of the proposal for RPII no later than Oct 1 and you must submit an acceptable outline of RPI to your advisor by Oct 1.*
- b. *Information about the IRB, IRIS and other research issues can be found in the Research Handbook*

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 is also opting out of the entire APPIC application process. A student cannot APPLY for an internship unless they have completed Research Project I and have a signed proposal for RPII 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 can be found in the Program Director's office. 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 c.v., 2-3 letters of recommendation and a writing sample. (The writing sample should be 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 Program Director 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 a maximum of 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 60-credit 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 third 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 careers goals with the faculty advisor and Program Director. Application is made to the State Education Department, Division of Teacher Certification – via an online application process at: <http://www.highered.nysed.gov/tcert/certificate/>

There is no longer a hard copy application process. 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 re-location an employment easier process. The national certification process involves an application and taking the PRAXIS exam. More information about the exam can be obtained from the program director.

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 is the same as Externship Plan is on pages 9 and Internship Plan on page 17.

Appendix B:

**YESHIVA UNIVERSITY
 FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
 1300 Morris Park Avenue
 Rousso Building - 1st Floor
 Bronx, NY 10461
ATTESTATION OF EXPERIENCE BY SUPERVISOR
2018-19**

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

Last name of applicant	First Name	Middle Initial
Street address		
City	State	Zip Code

STUDENTS MUST NOT WRITE BELOW THIS LINE

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	End Date	Job Title		Hours/Week	
Mo./Day/Yr.	Mo./Day/Yr.				
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; Rouso Building - 1st Floor Bronx, NY 10461; Attention: Dr. Abraham Givner					

Appendix C: Faculty Site Visit Report

SITE VISIT EVALUATION FORM

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 D:
Introductory letter to Field Supervisors
September 1, 2018

«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 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.

Some time during the fall semester you will receive an appointment letter (via email), indicating your appointment as an Adjunct Field Supervisor.

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,
Abraham Givner, Ph.D.
Professor and Program Director

Appendix E: Monthly Externship and non-APA accredited INternship Logs Clinical and School Placements

MONTHLY LOG Clinical

	Sept '18	oct	nov	dec	jan	feb	mar	apr	may	jun	Total
ASSESSMENT											
Number of Cases per Month:											
Preschoolers											0
Children											0
Adolescents											0
Adults											0
Total number of assessment cases per month	0	0	0	0	0	0	0	0	0	0	0
Insert # of administrations- child adol asse											
Achenbach/ Conners/BASC											0
Bayley											0
BDI/CDI											0
Bender											0
Beery											0
Benton											0
Bilingual administration: specify test											0
Boston Naming											0
CELF											0
DAS											0
DISC/DICA											0
Drawings											0
FBA											0
K-BIT/ABC											0
Key Math											0
Millon											0
MMPI-A											0
NEPSY											0
Purdue											0
Rorschach											0
RTI cases											0
S-B											0
Sentence Comp											0
TAT/CAT											0
TEMAS											0
Trail marking											0
VMI											0
WASI											0
WIAT											0
WISC IV											0
WISC -Span											0
W-J ACH											0
Woodcock-Munoz											0
W-J COG											0
WPPSI											0

WRAML	0
Vineland	0
Other	0
Total # child/adol assessmnt	0
ESTIMATE # of hrs conducting assessments	0
Total hrs spent writing reports -ch/adol	0

	Sept	oct	nov	dec	jan	feb	mar	apr	may	jun	Total
# of ADULT TESTS administered											
Bender Gestalt											0
Mental Status exam											0
Myers-Briggs Type Indicator											0
Personality Assessment Inventory											0
Projective Sentences (includes Rotter and others)											0
Projective Drawings											0
Rorschach (scoring system:											0
Self-report measures											0
Strong Interest Inventory											0
Structured Diag. Interviews											0
TAT											0
Trail Making Test A & B											0
WAIS											0
Wechsler Memory Scale											0
WIAT											0
Other											0
Total # of adult assessment		0	0	0	0	0	0	0	0	0	0
Total # of hours conducting assessment											0
Total # of reports written											0
Total hrs spent writing reports -adults											0
Total # Hours for File and/or Report Reviews per Month											0
INDIVIDUAL INPATIENT THERAPY HOURS PER MONTH											
Adults											0
Adolescent											0
Child											0
Family											0
Parents											0
Total # Inpt. Tx Hours/Month		0	0	0	0	0	0	0	0	0	0
INDIVIDUAL OUTPATIENT THERAPY HOURS PER MONTH											
Adults											0
Adolescent											0
Child											0
Preschool											0
Family											0
Parents											0

Total# Inpt. Tx Hours/Month	0	0	0	0	0	0	0	0	0	0	0	0
INDIVIDUAL INPATIENT THERAPY PATIENTS PER MONTH												
Adults												0
Adolescent												0
Child												0
Family												0
Parents												0
Total # Inpt. Tx PATIENTS/Month	0	0	0	0	0	0	0	0	0	0	0	0
INDIVIDUAL OUTPATIENT THERAPY PATIENTS PER MONTH												
Adults												0
Adolescent												0
Child												0
Preschool												0
Family												0
Parents												0
Total# Inpt. Tx PATIENTS/Month	0	0	0	0	0	0	0	0	0	0	0	0
	Sept											
	'18	oct	nov	dec	jan	feb	mar	apr	may	jun	Total	
Consultation- Hours												
In person												0
On phone												0
Teachers												0
Other Professional												0
Families												0
Total # Consultation Hrs/Month	0	0	0	0	0	0	0	0	0	0	0	0
SUPERVISION YOU RECEIVED												
Individual												0
Group												0
Peer/Other												0
Total # Supervision Hrs/Month	0	0	0	0	0	0	0	0	0	0	0	0
Supervising Others												
Observations: # observed												0
Teachers												0
Children												0
Classroom												0
Total # observed	0	0	0	0	0	0	0	0	0	0	0	0
INTERVIEWS/INTAKES												
Children												0
Adolescents												0
Families												0
Parents												0
Adults												0
Total# interviews/Intakes for month	0	0	0	0	0	0	0	0	0	0	0	0
Total # of hrs for interviews/intakes/month												
OTHER HOURS												

Total # cse conferences/parent metings/CSE/Impartials	0
Total # Grand RoundsHrs/Month	0
Total # Seminars Hrs/Month	0
Total # Unit Rounds/Team mtgs Hrs/Month	0
Total # Externship Experiential Group Hrs/Month	0
Total # Community Meeting Hours/Month	0
Other Hours/Month	0
TOTAL NUMBER OF HOURS FOR MONTH	0
Have you been involved with any ethical issue?(Y/N)	
African American/Black/African origin	
Asian American/Asian Origin	0
Latino-a/Hispanic	0
South Asian	0
American Indian/ Native American	0
Experience with diverse populations: child/adult	0
European Origin/White	
Bi-/multi-racial	0
Heterosexual	0
Gay	0
Lesbian	0
Bisexual	0
Transsexual/Transgender	0
Physical/orthopedic disability	0
Blind/visually impaired	0
Deaf/hard of hearing	0
Developmental disability	0
Severe Mental illness	0
Male	0
Female	0

Appendix B2: Monthly Log: Schools

	Sept '18	oct	nov	dec	jan	feb	mar	apr	may	jun	jul	aug	Total
ASSESSMENT													
Number of Cases per Month:													
Preschoolers													0
Children													0
Adolescents													0
Adults													0
Total number of assessment cases per month			0		0	0	0	0	0	0	0	0	0
Insert # of administrations if each test below:													
Achenbach/ Conners/BASC													0
Bayley													0
BDI/CDI													0
Bender													0
Beery													0
Benton													0
Bilingual administration: specify test													0
Boston Naming													0
CELF													0
DAS													0
DISC/DICA													0
Drawings													0
FBA													0
K-BIT/ABC													0
Key Math													0
Millon													0
MMPI-A													0
NEPSY													0
Purdue													0
Rorschach													0
RTI cases													0
S-B													0
Sentence Comp													0
TAT/CAT													0
TEMAS													0
Trail marking													0
VMI													0
WASI													0
WIAT													0
WISC IV													0
WISC -Span													0
W-J ACH													0
Woodcock-Munoz													0
W-J COG													0
WPPSI													0
WRAML													0
Vineland													0
Other													0

Total # child/adol assessmnt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tot. # of hours conducting child/adol assessment															0
Total hrs spent writing reports -ch/adol															0
Total # Hours for File and/or Report Reviews per Month															0

	Sept '16	oct	nov	dec	jan	feb	mar	apr	may	jun	jul	aug	Total
Treatment in Schools: # of cases													
Adolescent													0
Child													0
Rti													
Classroom management - # kids in classes													0
Crisis Intervent. # of cases													0
CSE/IEP mtngs													0
Groups (# of kids in groups- total)													
Remediation - # cases													
Total # of cases	0	0	0	0	0	0	0	0	0	0	0	0	0
Consultation- Hours													
In person													0
On phone													0
Teachers													0
Families													0
Other Professional													0
Supervising Others													0
Total # Consultation Hrs/Month	0	0	0	0	0	0	0	0	0	0	0	0	0
SUPERVISION YOU RECEIVED- hrs													
Individual													0
Group													0
Peer/Other													0
Total # Supervision Hrs/Month	0	0	0	0	0	0	0	0	0	0	0	0	0
Observations: # observed													
Teachers													0
Children													0
Classroom													0
Total # observed	0	0	0	0	0	0	0	0	0	0	0	0	0
INTERVIEWS/INTAKES													
Children													0
Adolescents													0
Families													0
Parents													0
Adults													0
Total# interviews/Intakes for month	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER HOURS													

Total # cse conferences/parent metings/CSE/Impartials	0
Total # Grand RoundsHrs/Month	0
Total # Seminars Hrs/Month	0
Total # Unit Rounds Hrs/Month	0
Total # Team Meetings Hrs/Month	0
Total # Externship Experiential Group Hrs/Month	0
Total # Community Meeting Hours/Month	0
Other Hours/Month	0

TOTAL NUMBER OF HOURS FOR MONTH												
--	--	--	--	--	--	--	--	--	--	--	--	--

	Sept '18	oct	nov	dec	jan	feb	mar	apr	may	jun	jul	aug	Total
Have you been involved with any ethical issue?(Y/N)													
Experience with diverse populations: child	#s												
African American/Black/African origin													0
Asian American/Asian Origin													0
Latino-a/Hispanic													0
South Asian													0
American Indian/ Native American													0
European Origin/White													0
Bi-/multi-racial													0
Heterosexual													0
Gay													0
Lesbian													0
Bisexual													0
Transsexual/Transgender													0
Physical/orthopedic disability													0
Blind/visually impaired													0
Deaf/hard of hearing													0
Developmental disability													0
Mental illness													0
Male													0
Female													0

Appendix F:

FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
YESHIVA UNIVERSITY
1300 Morris Park Avenue – Rousso 1st Floor
Bronx, NY 10461

STUDENT NAME: _____ **Date:** _____

Since evaluation is an important aspect of our program, we would appreciate your assessment of these trainee's skills associated with field experience. Because our students engage in different field experiences at each level of their training, all of the skills and behaviors delineated below may not be applicable for this particular trainee at this time. Please complete the following and return as soon as possible. Your contribution to our training program is invaluable. Thank you once more for your continuing cooperation.

Location of Field Experience: _____

Duration of Field Experience: Began _____ Still ongoing _____
Ended _____

Number of hours per week of individual supervision _____

Number of hours per week of other types of supervision _____

TOTAL NUMBER OF HOURS COMPLETED, FROM BEGINNING DATE OF EXTERNSHIP/internship: _____

Externship evaluation

Q1: Your name:

Q2: Identify Your Site

Q3: Name of Supervisee

Q4: Please rate the student's current level of knowledge, skills, and attitudes using this scale. na= No opportunity to evaluate or insufficient information 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

1. Academic Performance (demonstrates knowledge of specific content areas and the relation of science to practice) (*faculty only*)

2. Administration, Scoring and interpretation of psychological and psychoeducational instruments: (highest score requires: can apply concepts of typical atypical behavior to case formulation and in the context of stages of human development and diversity

3. Data Collection (Interviews, intakes, establish rapport, record review)
4. Communication skills (active listening, communicate effectively; communicates clearly using verbal, non-verbal, written skills in a professional context)
5. Writing skills (report writing, provide pragmatic and related recommendations; clarity, use of APA style for academic papers)
6. Intervention skills (develop treatment plans using a consistent theoretical orientation with specified goals, apply treatment strategies; prepared for sessions, evaluating progress; provides effective treatment, manage termination, establish alliance)
7. Adherence to ethical and professional standards (demonstrates knowledge of APA Ethical Principles and Code of Conduct; knowledge of Federal/state laws; mandatory reporting; ethical decision making to practice; integrates own moral principles/values)
8. Competence in regard to cultural, ethnic and individual differences (applies knowledge, sensitivity and understanding regarding individual and cultural diversity issues to work effectively with diverse others; applies knowledge of self as a cultural being)
9. Response to supervision (openness to observations and recommendations; prepared for supervision; incorporates feedback into practice; has basic knowledge of supervision models)
10. Research (demonstrates skills and habits in seeking, applying and evaluating theoretical & research knowledge relevant to the practice of psychology; knowledge of application of scientific methods to evaluating practices, interventions and programs; consumer of research)
11. Completion of assignments in a timely manner (consistently punctual, reliable and fulfills assignments)
12. Interpersonal & collaborative skills (participates effectively in class, team meetings & multidisciplinary assignments; forms & maintains productive & respectful relations with clients, peers, supervisors and other professionals; handles conflict well)
13. Self-reflective practice (displays self-awareness; self-monitors, self-assessment of competence; awareness and attitude towards need for self-care)
14. Realistic sense of strengths and challenges (recognizes limits of knowledge, skill and self)

15. Emotional Maturity (Social competence, openness to new ideas; non-defensiveness; manages boundaries)

16. Professionalism (displays emerging professional identity, integrity, deportment, accountability, reliable, dependable, willingness to consider alternatives)

17. Knowing how the system works (works effectively with other professionals; understands the culture of the system; promotes change at the individual and systems levels)

18. Evidence-based Practice (knowledge of empirical bases of assessment; linkage of assessment to treatment; effective use of EBI)

19. Build client-therapist alliance

20. Consultation:(demonstrates knowledge of consultant's role; ability to select appropriate means of assessment to answer referral question; responds to consultation requests & provides feedback in timely manner; assesses needs of others)

21. Supervising others

•

Overall rating

Did the student perform at a satisfactory level of competence?

Are there specific skill sets or competencies that you feel this student needs to address?

Does the student have specific strengths that you wish to highlight?

Please provide any further evaluative information that you feel would be helpful.

Appendix G:

**School-Clinical Child Psychology
Student Evaluation of Externship/Internship
2018-19**

Name of Externship/Internship Site

Primary Supervisor:

1. Please list and /or describe the major strengths of this site:

2. Please list and/or describe the major weaknesses of this site:

3. 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 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 evidence-based interventions	1	2	3	4	5	na	
Individual therapy with adults		1	2	3	4	5	na
Family interventions		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, psycholo- gists, 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	
Seminars, rounds, workshops		1	2	3	4	5	na
Overall rating of placement	1	2	3	4	5	na	

4. How prepared were you to begin the internship?(1= not prepared; 5= extremely well prepared)

5. What suggestions do you have for students who are applying to this site?

Appendix H: CV Template

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

Your address
Phone number
Email address

Education

- 201X- **APA accredited and NASP-approved School-Clinical Child**
Present 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- **MS, School Psychology OR Other advanced degrees**
200x Ferkauf Graduate School of Psychology of Yeshiva University, Bronx, New York
(or other graduate school)
- 200x- **BA, Psychology (or name of degree)**
200x Name and location of university
Concentration: If any
Awards, if any

Languages: Spanish (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

Aug 2015
Aug 2014 **Placement and Division ,if any
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
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- **Testing Library, Ferkauf Graduate School of Psychology**

June 2006 Responsible for

Sept. 2003- **Cognitive Assessment I, II, Ferkauf Graduate School of Psychology**

June 2004 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- **Research Assistant, AECOM Institute for the study of Graduate students**
June 1778 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 prepare 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 I- Partial list of possible school internships

Abraham Heschel School
Ardsley Schools
Bayport/Blueport
Bayonne School District
Bedford Schools
Chappaqua Schools
Clarkstown H.S.
Cooke Center
Dobbs Ferry
Elmont Schools
Fair Lawn HS
Glen Cove Schools
Glenwood Landing School
Great Neck Schools
Greenburgh-Graham School
Hewlett HS
Hewlett Woodmere Schools
Huntington School District
Katonah-Lewisboro School
Lawrence Schools
Levittown Schools
Long Beach Schools
Lowell School
Montclair NJ
Newark, NJ PS
NYC Dept of Ed
New Rochelle Schools
Oceanside Schools
Ossining UFSD
Paramus School Dist
Pesach Tikvah
Pleasantville School
Port Washington
Rebecca School
Robert Louis Stevenson
Rockland BOCES
Rye City School
SAR
Scarsdale
Syosset Schools
Stamford Public Schools
Teaneck Schools
Three Village Schools
Valley Stream School
Waldwick Schools

Westchester School for
Special Children
White Plains HS
Wyandanch PS
Yonkers Public Schools

Suffolk County, NY:

William Floyd High School; Mastic Beach, NY 11951
Sachem Central School District ,Holbrook, NY 11741
Walt Whitman High School ,Huntington, NY 11746
Bay Shore Union Free School District-Bay Shore, NY
Brentwood School District-Brentwood, NY
Connetquot School District—Bohemia, NY
Sayville School District—Sayville, NY

Kings Park School District ;Kings Park, NY 11754
Bayport-Bluepoint Union Free School District ,Bayport, NY
Three Village School District ,East Setauket, NY 11733
Cold Spring Harbor School District; Cold Spring Harbor, NY
Commack School District—Commack, NY
Deer Park School District- Deer Park, 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 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.

- 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.