

SCHOOL-CLINICAL CHILD PSYCHOLOGY, PSYD

This Combined-Integrated program is accredited by the American Psychological Association. It was last accredited in 2014 for a maximum seven-year period and will be site visited again in Fall 2023.

Office of Program Consultation and Accreditation, American Psychological Association
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This doctoral program in School-Clinical Child Psychology carefully integrates field experience with academic preparation within a practitioner-scholar training model. Students are trained in psychological foundations, assessment and evaluation techniques, remediation and intervention procedures, and program evaluation and research. The goal of the program is to prepare professional psychologists as health service providers with expertise in school and clinical psychology. Research methodology and theoretical academic subjects are essential parts of the program, but emphasis is placed on professional preparation. Graduates are uniquely prepared to provide clinical and education expertise and consultation in order to best serve children and families across a variety of systems of service delivery.

Program graduates will have completed all pre-doctoral academic and internship requirements needed for admission to the New York State Licensing Examination for the professional practice of psychology.

Graduates typically have been awarded the Master of Science in Education in School Psychology (or equivalent program in school psychology) and recommended for New York State certification in School Psychology. This program is fully accredited by the American Psychological Association (APA) as a combined-integrated school-clinical program and is approved by the National Association of School Psychologists. All information about this program and related ones may be found in the Graduate Catalog of the University's New York City Psychology Department.

Prior to receiving the doctoral degree in school-clinical child psychology, students must first complete a master's degree in school psychology or have been awarded state or national school psychology certification. Sixty-nine hours of the first three years of study in the doctoral program generally correspond to the M.S. Ed. in School Psychology at Pace University. Applicants with graduate credits from other institutions may enter the program but this prior work will be evaluated for transfer credit on a course-by-course basis only after acceptance into the doctoral program.

Program Prerequisites:

- Background preparation in abnormal psychology, developmental psychology, experimental psychology, general psychology, learning, personality theory, and statistics.
- Courses or demonstrated competencies in principles and problems in education and curriculum development or methods of teaching and instruction.
- Most if not all psychology prerequisite preparation must be completed prior to entering the program. It is possible for students to complete some prerequisites (e.g., education) after admission.

Full-Time or Part-Time Study and Residency Requirement:

Students may undertake the program on a full-time or part-time basis, but the program must be completed within ten years, and a minimum of three years of residency at Pace University is required, including one year of full-time study. Class hours permit field work and generally allow for limited part-time employment in the first four years of study. Whenever possible, paid internships are arranged in order to help alleviate the financial expense involved.

Program Elements:

The program requires 111 credit hours of study, a Qualifying Examination after the first year, a Comprehensive Examination typically during the third year, a School and Clinical Child Psychology distributed internship typically in the third and fourth years, a full-time internship typically in the fifth year, and a doctoral project. Details about specific deadlines and the distributed internship are in the department's Graduate Catalog (<http://dysoncollege.uberflip.com/i/1504026-psychology-graduate-programs-catalog-2023-24/0/>).

Doctoral Program Information

Prior to receiving the doctoral degree in school-clinical child psychology, students must first complete a master's degree in school psychology or have been awarded state or national psychology certification. Sixty-nine hours of the first three years of study in the doctoral program generally correspond to the M.S. Ed. in School Psychology at Pace University. Applicants with graduate credits from other institutions may enter the program but this prior work will be evaluated for transfer credit on a course-by-course basis only after acceptance into the doctoral program.

Course	Title	Credits
Year 1		
Fall		
At the end of the first year students are required to take a Qualifying Examination which they must pass in order to proceed to the second year of study. Students are permitted to take this examination a maximum of two times. Students who have received transfer credit for first-year courses are required to pass the Qualifying Examination for corresponding courses.		
PSY 501	Introduction to School-Clinical Child Psychology I: Professional Attitudes and Behavior	0
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 704	Advanced Developmental Psychology	3
PSY 717	Cognitive and Affective Bases of Behavior	3
PSY 721	Tests and Measurements	3
PSY 725	Advanced Personality Theories	3
Credits		12
Spring		
PSY 502	Introduction to School-Clinical Child Psychology II: Communication and Interpersonal Skills	0
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 703	Psychological Assessment I	4
PSY 703B	Psychological Assessment I: Lab	0
PSY 710	Psychopathology in Childhood and Adolescence	3
PSY 722	Intervention Tech II: Cognitive-Behavioral Perspectives	3
PSY 727	Learning Disabilities-Diagnosis/Remediation: Theories and Practice	3
Credits		13
Summer		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 876	Multicultural and Gender Intervention Issues	3
PSY 839	Psychoanalytic Theory	3
Credits		6
Year 2		
Fall		
During this second year students must review their academic progress with program advisors. At the end of this second year, upon completion of at least 42 graduate hours in the program, they are eligible to apply for the New York State School Psychology Internship Certificate. Candidates who wish to acquire school psychology certification in states other than New York should consult with program advisors. New Jersey, for example, requires a course in developmental disabilities.		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 707	Psychological Assessment II	4
PSY 707A	Psychological Assessment II	0
PSY 715	Statistics and Research Design I	4
PSY 737	Child and Adolescent Psychotherapy	3
PSY 738	School Field Experience and Seminar	3
Credits		14
Spring		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 712	Advanced Biological Bases of Behavior	3
PSY 713	Psychological Assessment III	4
PSY 713A	Personal Assessment	0
PSY 723	Advanced Social Psychology	3
PSY 739	The Exceptional Child: Field Experience and Seminar	3
Credits		13
Summer		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 720	Integrating Seminar	0-3
Credits		0-3

Year 3**Fall**

During the last semester of the School Psychology Internship (typically the third year of the doctoral program), students are required to take the comprehensive examination. To proceed to further doctoral study, they must pass the Comprehensive Examination.

Note: Department catalog contains additional details relating to advanced standing

PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 734	Consultation	3
PSY 759	Early Childhood and Infant Assessment	3
PSY 750	School-Clinical Child Psychology I: Internship, Ethics and Seminar	4
PSY 711	Intervention Techniques I: Psychodynamic Perspectives	3
Credits		13

Spring

PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 751	School-Clinical Child Psychology II: Internship, Ethics, and Seminar	4
PSY 716	Statistics and Research Design II	4
PSY 777	History and Systems in Psychology	3

Elective Courses

PSY 874	Group Interventions	3
Credits		14

Year 4**Fall****Required Courses**

PSY 726	Evidence-Based Practice	3
PSY 821	School-Clinical Child Psychology Internship I: Practicum and Seminar	3
PSY 834	Doctoral Project Seminar	0-1

Elective Courses. Selected in consultation with program advisor. See listing of electives (e.g., PSY840, PSY841, PSY848, PSY849) below. 0-6

Credits **6-13**

Spring

PSY 810	Advanced Psychopathology	3
PSY 822	School-Clinical Child Psychology Internship II: Practicum and Seminar	3
PSY 835	Doctoral Colloquium	0

***Elective Courses. Selected in consultation with program advisor. See listing of electives (e.g., PSY740, PSY829, PSY842, PSY844) below. *** 0-8

Credits **6-14**

Year 5**Fall**

PSY 861	Full-Time Internship I	0
Credits		0

Spring

PSY 862	Full Time Internship II	0
Credits		0

Total Credits **111**

Years 2 to 6**Required Program Electives (6-13 credits)**

Students select their electives by advisement. For other upper-level electives that might be available, please see program advisor.

Code	Title	Credits
PSY 656	Developmental Disabilities	3
PSY 680	Program Evaluation	3
PSY 701	Doctoral Mentored Lab Class	0

PSY 743	Advanced Seminar in School-Clinical Child Psychology	3
PSY 828	Advanced Psychodiagnosis	3
PSY 829	Family Interventions ¹	2
PSY 842	Crisis Intervention: Brief and Short Term Psychotherapies	3
PSY 844	Advanced Topic: Parenthood and Parent-Child Relations	2
PSY 857	Infant / Toddler Assessment and Intervention	3
PSY 874	Group Interventions ¹	3
PSY 875	Brief Interventions	2
PSY 849	Psychopharmacology	2
PSY 848	Substance Abuse Counseling: Theory and Practice	2
PSY 840	Neuropsychology I	2
PSY 841	Neuropsychology II	2
PSY 745	Bilingual Language Development and Disorders	3
PSY 741	Communication, Language, and the Bilingual Child in the Classroom	1
PSY 709A	Counseling the Culturally Different: Implications for Bilingual Psychological Service Provision	1
PSY 703A	Practice: Limiting Bias in the Assessment of the Bilingual Child	1

¹ Elective choices must include either PSY874 or PSY829.