

College of Liberal Arts, Sciences, & Technologies

PSYCHOLOGY (PSY)

Graduate Faculty:

Lynne Blennerhassett, Ed.D. (*Director of School Psychology*); Patrick J. Brice, Ph.D. (*Director of Clinical Psychology*); Carolyn Corbett, Ph.D.; Virginia Gutman, Ph.D. (*Chair*); Irene Leigh, Ph.D.; Kurt Metz, Ph.D.; Bryan Miller, Ph.D.; Donna Morere, Ph.D.; Tania Thomas-Presswood, Ph.D.

About the Department:

Psychology is a scientific field concerned primarily with human behavior and related sensory, motor, cognitive, and physiological processes. The Department of Psychology at Gallaudet University has existed for more than 40 years, originally teaching aspects of this field to undergraduate students. In 1978, a graduate program in school psychology was established to train psychologists interested in working in educational settings with deaf and hard of hearing students (as well as with hearing students). In 1990, a doctoral program in clinical psychology began to train graduate students in clinical and research skills applicable to hearing and deaf populations, but with a focus on deaf and hard of hearing individuals.

The department offers graduate degrees in school psychology and clinical psychology. The clinical psychology program offers a doctoral degree (Ph.D.), which includes a master's degree (M.A.); the school psychology program offers a specialist degree (Psy.S.) in school psychology, which includes a master's degree (M.A.) in developmental psychology.

The department currently has 15 full-time faculty plus several adjunct and part-time faculty members. Faculty are active in graduate and undergraduate teaching, research, and various professional and service activities. Students and faculty often engage in collaborative research efforts with other academic departments and with the Gallaudet Research Institute.

Specialist Program in School Psychology

The Department of Psychology offers a specialist degree program in school psychology (Psy.S.) with a

subspecialization in deafness. The program provides a comprehensive plan of studies that integrates respect for diversity, basic psychology, practitioner skills, and educational planning. The faculty is committed to developing competent school psychologists who serve diverse students, including specialization in the area of deafness. The program has a solid core of academic and applied courses supplemented by extensive practica and a one-year internship.

The core curriculum consists of credit hour requirements in the following eight core competency areas:

1. Knowledge of human development (e.g., cognitive, intellectual, adaptive, emotional, social, behavioral, language, and perceptual-motor areas), academic mastery, educational curriculum, and learning environments.
2. Knowledge of varied models and methods of service delivery, including standardized and non-standardized assessment, consultation, intervention, outcome evaluation, and family systems models, incorporating data-based decision-making information technology and empirically based professional service.
3. Knowledge of school psychology history and professional issues, administrative and supervisory procedures related to school psychology and school systems, family systems, and legal and ethical standards guiding service delivery at individual, group, family, school, and system levels.
4. Standardized and non-standardized assessment, evaluation, and interpretation of human development and learning domains (e.g., cognitive, intellectual, adaptive, emotional, social, behavioral, language, perceptual-motor, and academic mastery) within a collaborative, data-based decision-making frame, respecting diversity of student strengths, needs, learning styles, and cultures.
5. Use of behavioral and observational strategies in individual diagnosis linked to developing effective instruction and enhancement of individual growth and development.
6. Use of systematic therapeutic approaches (e.g., behavior management, FBA, RTI, consultation, counseling,

conferencing) to address identified needs at the individual, group, family, and system levels.

7. Function as the resource specialist in the school attuned to, and skilled in, achieving mental health goals, prevention services, home-school collaboration, crisis intervention, and crisis intervention teamwork.

8. Design, implement, and evaluate in-service, staff development, parent education, and system level programs.

The additional program objective of training students with an expertise in deafness is framed within the following five special competency areas.

1. Communication and meeting the communication needs of all individuals whom one serves, which includes the development of American Sign Language (ASL) skill, as well as the ability to assess one's communication skills and adapt communication modalities to meet the specific needs of each child (ASL, manually coded English, oral/aural approaches, etc.).

2. Knowledge of deafness issues, including research, technological innovations, deaf culture, diversity within the Deaf community, and resources for families and the professional.

3. Psychoeducational considerations for children who are Deaf or hard of hearing, including modifications needed in use of standardized and non-standardized test instruments, interpretation of results, socialization issues, family issues, and the impact of additional disabilities.

4. Specialized psychological assessment and observational strategies for students who are Deaf or hard of hearing across diverse cultural, economic, linguistic, and personal-developmental domains.

5. Knowledge of educational intervention techniques and curriculum adaptations for students who are Deaf or hard of hearing.

Supervised practicum and internship experiences are available at school and educational programs for deaf, hard of hearing, and hearing children in the metropolitan Washington area and across the United States. A background check is frequently a requirement of practicum and internship sites and will be the financial responsibility of the student before placement is made.

The graduate program in school psychology requires the completion of 72 graduate hours including practicum and internship experiences. The program generally takes three years: two years of course study (including practicum experiences) and a one-year internship. The

first year of the program includes a 30-credit sequence of courses in psychology and related areas, additional sign communication courses, and successful completion of comprehensive examinations in three areas (language, cognition, and behavior disorders). Successful completion of these requirements results in a master of arts degree in developmental psychology. The master's degree is usually awarded at the end of the first year of study.

The second year includes an additional 30-credit sequence of courses emphasizing school psychological services, successful completion of a comprehensive examination case study and an extensive practicum experience. The third program year is a full-time school psychology internship placement (12 credits), which may be served in a school or school/clinical setting anywhere in the United States. Upon successful completion of the internship year the specialist degree in school psychology is awarded.

The school psychology program is fully approved by the National Association of School Psychologists (NASP) and recognized by the National Council for Accreditation of Teacher Education (NCATE); therefore, graduates of the Gallaudet program may receive certification as school psychologists in the many states that recognize NASP/NCATE accredited training programs. The program identifies six NCATE Transition Points that serve as benchmarks for monitoring progress through the program: Entrance Into the Program, Awarding the M.A. in Developmental Psychology, Advancement to Practicum II, Advancement to Internship, Awarding the Specialist Degree in School Psychology, and Alumni Status. In keeping with national accreditation practices, school psychology students participate in the university TK20 Assessment System which requires a one-time fee. The completion of the specified school psychology program satisfies the training requirements for school psychology certification in the District of Columbia Public Schools.

Admission Requirements for the M.A. and Psy.S. Program in School Psychology

Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final

undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)

- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

Checklist of requirements specific to this program:

Are additional application materials required?

<input type="checkbox"/>	Standardized Test Scores?	GRE
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

Are there additional application requirements?

	On-Campus Interview?	No
	Sign Language Evaluation?	No
	English Evaluation?	No
<input type="checkbox"/>	Culture and Language Colloquium Required?	Sometimes

Are there additional background requirements?

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	Psychology Major or Minor or Related Field
	Recommended Undergraduate Major?	No
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Statistics Child Development Abnormal Psychology
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No

<input type="checkbox"/>	Police or Other Background Check?	Not required for admission, but required prior to practicum
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Application Deadlines and Program Scheduling

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 1
	First Date for Consideration of Application?	No Set Date
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

Core Courses

Courses that must be taken at Gallaudet in the school psychology program:

- PSY 701 Legal, Ethical, and Professional Issues in School Psychology (3)
- PSY 743 Assessment I: History and Theory of Assessment (3)
- PSY 746 Assessment II: Intellectual Assessment (3)
- PSY 765 Assessment III: Social, Emotional and Behavioral Assessment (3)
- PSY 770 Practicum in School Psychology I (3)
- PSY 771 Practicum in School Psychology II (3)
- PSY 772 Psychological Consultation: Externship (1)
- PSY 790 Internship: Individual Case Study (3)
- PSY 791 Internship: Teacher Consultation and Counseling (3)
- PSY 792 Internship: System Consultation and In-Service (3)
- PSY 793 Internship: Advanced Case Conference (3)

Required Courses

- PSY 732 Child Psychopathology and Behavior Disorders (3)
- PSY 748 Psychoeducational Assessment and Programming for Exceptional Children (3)
- PSY 754 Biological Psychology: Brain and Behavior (3)
- PSY 766 School Psychology and Prevention Services (3)
- PSY 767 Psychological Consultation: Theory and Practice (3)

Additional Requirements

Students must pass a comprehensive examination in each of these areas: language development, cognitive development, behavior disorders, and comprehensive case study.

Students must take at least one course in each of these areas: educational methods or curriculum, multicultural education, audiology, statistics, and psychology and deafness.

Students must demonstrate sign language proficiency by passing six credit hours of coursework in the area of sign communication (or waiver).

Doctoral Program in Clinical Psychology

The Department of Psychology offers a doctorate (Ph.D.) in clinical psychology, with specialization in working with deaf and hard of hearing populations. The program has a life-span development philosophy and offers courses and opportunities for supervised practice with deaf people, with both early- and late-onset hearing loss. Students also develop general clinical skills through work with hearing populations.

The clinical program trains psychologists in both clinical and research skills. It prepares them to contribute to the field both by providing clinical services to deaf and hard of hearing individuals and by expanding the knowledge base in areas of psychology important for working effectively with these populations. The doctoral program typically requires a minimum of five years for completion, one year of which is a full-time clinical internship. Students may apply to be awarded an M.A. in Psychology after completion of their predissertation research project and the comprehensive examination. This is usually awarded after the third year of study and is not a terminal degree.

Students complete approximately 100 hours of academic credit, including the following areas: biological bases of behavior, social bases of behavior, cognitive and affective bases of behavior, human development, research and analytic methods, ethics, psychological assessment, and psychological interventions. The program includes supervised practicum experiences and a research-based dissertation.

Students must attain prescribed levels of sign language competency to enter their first practicum and to be permitted to apply for internship. Students are required to score 2+ or above on the GU-ASLPI (Gallaudet University American Sign Language Proficiency Interview) before beginning their practicum, and a 3 or above before beginning their internship. Students from this program may participate in practicum activities with the Gallaudet University Mental Health Center. Students who undertake or intend to undertake a practicum experience with the MHC may not also receive clinical services from the center. Such students need to seek practitioners not associated with the MHC and would be responsible for the costs of such services. The MHC maintains a listing of outside service providers, many of whom have reduced fees for Gallaudet students. We recommend that students applying to this program carry

health insurance with sufficient mental health benefits to cover the cost of such outside services.

The Clinical Psychology Program is accredited by the American Psychological Association. Information, comments, or questions about our accreditation can be directed to the Committee on Accreditation at the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002. Their phone number is (202) 336-5500 and their web address is www.apa.org.

Admission Requirements for the Ph.D. Program in Clinical Psychology

Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- TOEFL scores for all international applicants.

Checklist of requirements specific to this program:

Are additional application materials required?

<input type="checkbox"/>	Standardized Test Scores?	GRE (required) General Test
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Special Essay?	Narrative Statements
<input type="checkbox"/>	Resume?	Required
<input type="checkbox"/>	Writing Sample?	Paper
	Videotape of Signing and/or English?	No

Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	Recommended (by invitation)
<input type="checkbox"/>	Months of Interviews	February/March
<input type="checkbox"/>	Sign Language Evaluation?	During Interview: GU-ASLPI
	English Evaluation?	No

<input type="checkbox"/>	Culture and Language Colloquium Required?	Sometimes
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Are there additional background requirements?

<input type="checkbox"/>	Prior Master's Degree?	Psychology M.A. Preferred
<input type="checkbox"/>	Required Undergraduate Major?	Psychology Major or Minor or Equivalent
<input type="checkbox"/>	Recommended Undergraduate Major?	Psychology
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Statistics Developmental Psychology Abnormal Psychology Experimental Psychology
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	18 or more hours of Undergraduate Psychology Courses
<input type="checkbox"/>	Prior Professional Experience?	Preferred
	Prior Certification?	No
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	Required Prior to Practicum

Application Deadlines and Program Scheduling

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 1
<input type="checkbox"/>	First Date for Consideration of Application?	February 1
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
	Part-time Study Possible?	No
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

Typical Program of Study

First Year

Semester I - Fall

- PSY 711 Principles of Statistics (3)
- PSY 712 Research Methods in Psychology (3)
- PSY 733 Child Development (3)
- PSY 749 Intellectual Assessment: Measurement Principles and Applications (4)
- PSY 781 Clinical Psychology Ethics and Practice I (2)
ASL class as needed (3 each semester)

Semester II - Spring

- PSY 703 Research Seminar (1)
- PSY 713 Psychological Statistics II (3)
- PSY 782 Clinical Psychology Ethics and Practice II (2)
- PSY 834 Adult Psychopathology (3)
- PSY 865 Personality Assessment: Projective Techniques (3)

Summer

- PSY 866 Personality Assessment: Objective Techniques (2)
- PSY 704 Research Seminar (1)

Second Year

Fall Semester

- PSY 783 Foundations of Psychotherapy I (2)
- PSY 785 Clinical Psychology Practicum (3)
- PSY 800 Individual Research (1-12)
- PSY 833 Adult Development and Personality (3)
- PSY 836 Methods of Adult Psychotherapy (3)
- PSY 840 Neuroanatomical and Neurophysiological Foundations of Neuropsychology (3)

Spring Semester

- PSY 723 Psychology and Deafness (3)
- PSY 784 Foundations of Psychotherapy Lab II (1)
- PSY 786 Clinical Psychology Practicum (3)
- PSY 800 Individual Research (1-12)

One of the following three PSY courses:

- PSY 751 Psychology of Perception (3)
- PSY 752 Cognitive Psychology (3)
- PSY 815 Psycholinguistics (3)

One elective 800-level PSY course on psychological intervention (3)

Summer

- Complete Predissertation Project
- PSY 800 Individual Research (1-12)
- PSY 900 Dissertation Research (1-12)
- PSY 985 Advanced Clinical Psychology Externship (1-6)

Third Year

Fall Semester

One elective 800-level PSY course on psychological intervention (3)

One of the following two PSY courses:

- PSY 809 Social Psychology and Human Diversity (3)
- PSY 820 History and Systems (2)
- PSY 885 Clinical Psychology Externship (3)
- PSY 900 Dissertation Research (1-12)

Spring Semester

One of the following two PSY courses:

- PSY 843 Neuropsychological Foundations and Assessment (3)
- PSY 854 Psychopharmacology (3)

One of the following three PSY courses:

PSY 751 Psychology of Perception (3)

PSY 752 Cognitive Psychology (3)

PSY 815 Psycholinguistics (3)

One elective 800-level PSY course on psychological intervention (3)

PSY 886 Clinical Psychology Externship (3)

PSY 900 Dissertation Research (1-12)

Complete first draft of dissertation proposal

Summer

Comprehensive Examinations

PSY 800 Individual Research (1-12)

PSY 900 Dissertation Research (1-12)

PSY 985 Advanced Clinical Psychology Externship (1-6)

Fourth Year

Fall Semester

One elective 800-level PSY course on psychological intervention (3)

One of the following two PSY courses:

PSY 809 Social Psychology and Human Diversity (3)

PSY 820 History and Systems (2)

PSY 900 Dissertation Research (1-12)

PSY 985 Advanced Clinical Psychology Externship (1-6)

Complete dissertation research proposal

Complete qualifying examination

Apply for internship

Spring Semester

One of the following two PSY courses:

PSY 843 Neuropsychological Foundations and Assessment (3)

PSY 854 Psychopharmacology (3)

One elective 800-level PSY course on psychological intervention (3)

PSY 900 Dissertation Research (1-12)

PSY 986 Advanced Clinical Psychology Externship (1-6)

Summer

PSY 900 Dissertation Research (1-12)

Fifth Year

Fall-Spring-Summer

Complete and defend dissertation

Complete clinical internship

Degree awarded in August