

Department of Psychological Studies in Education

School Psychology Specialist Program Guidelines

Revised September 2008
School Psychology Specialist Program
College of Education
Temple University
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
(215) 204-5513

TABLE OF CONTENTS

INTRODUCTION.....	3
CORE FACULTY.....	3
FACILITIES	3
FINANCIAL AID INFORMATION	4
ETHICS POLICY FOR SCHOOL PSYCHOLOGY STUDENTS.....	5
GRIEVANCE PROCEDURES	6
STUDENTS’ INTERPERSONAL SKILLS	6
REQUIRED BACKGROUND CHECKS	7
ADVISING, REGISTRATION AND EVALUATION.....	7
STUDENT PARTICIPATION IN GOVERNANCE	8
SPECIALIST PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES	8
INTERNSHIP CRITERIA	13
HOW TO APPLY FOR THE SPECIALIST PROGRAM	16
APPENDIX A	18
APPENDIX B	19
FACULTY	20

The rules, regulations, and all other information contained within this publication are announcements and are presented for informational purposes only. They in no way serve as a contract between Temple University and any prospective or current student or any other person.

Although every reasonable effort has been made to ensure the accuracy of the policies, procedures, and other information found in this publication, Temple University assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information provided in the publication, or for any damages resulting, in whole or in part, from any person’s use of or reliance upon the material contained in this publication, even if the University has been specifically advised of the possibility of such damages. If any discrepancies exist between the information in this publication and official Temple University policies, the information in official policies shall take precedence.

Temple University reserves the right to change, update, amend, or rescind any policy or procedure contained or referred to in this publication without notice, as well as to adopt new policies and/or procedures at any time without notice. Prospective and current students are responsible for consulting individual offices and/or departments concerning the latest information on programs, services, and other information contained in this publication.

INTRODUCTION

This description of the School Psychology Specialist Program at Temple University was developed for use by potential applicants and enrolled students. Because this is a comprehensive guideline, applicants will become familiar with every aspect of the program.

Enrolled students should periodically review this material in order to stay within programmatic and bureaucratic guidelines. When you enter the program, be sure you meet with your adviser so that you can plan your program, sign a program agreement and clarify any matters which you do not understand. If you notice any discrepancies, especially if new situations change the relevance of anything in this guideline, please feel free to discuss them with faculty who are always open to student input.

The School Psychology Specialist Program currently meets the requirements for certification in Pennsylvania, New Jersey and most other states, and graduates are eligible to apply for the National Certificate in School Psychology.

The Program offers an Ed.S. degree in School Psychology. The 30 credit hour Ed.M. degree may be earned during training toward the Ed.S. Certain core courses are required.

The Specialist Program is approved by the National Association of School Psychologists.

The Specialist Program in School Psychology is approved by the Pennsylvania State Department of Education for preparation for State Certification in School Psychology. The Specialist Program does NOT lead to eligibility for licensure as a psychologist.

CORE FACULTY

All faculty attempt to emulate the scientist-practitioner model. They have presented papers and/or published articles in recent years. Professors have consulting positions or private practices in order to maintain high levels of practitioner skills. Faculty have also been involved in forensic issues and use examples from these cases to illustrate important points in the practice of school psychology. (See Appendix C.)

FACILITIES

The University, the College and the Program offer many unique facilities to support and enhance academic quality.

The University Tech Center—This center is constantly updated and provides extensive computer facilities to students and faculty. The Tech Center contains a wide variety of computer equipment and online access. Computer time is free to all students and faculty. E-mail accounts are available at no cost. Consultants are available for help with both computer usage and statistical analysis.

The Educational Computer Center (ECC)—This facility is housed within the College of Education and contains computers with online access. Consultants are available from 9:00-5:00, Monday through Friday.

Institute for Survey Research (ISR)—Temple maintains one of the premier organizations for broadly based survey research in the country. Students and faculty may use this facility for help in developing and implementing survey research.

Psychoeducational Clinic—The Psychoeducational Clinic is the program’s major delivery system for school psychoeducational assessments. The clinic offers training in the administration of a comprehensive, eclectic assessment which includes behavioral observations in the clinic and school, projective personality assessments, clinical interviews, cognitive and academic testing and a variety of actuarial type testing.

Institute on Disabilities—The Institute is a University Affiliated Facility; an administrative unit which coordinates a variety of services and research projects for developmentally disabled children and adults. This unit serves as a resource for the School Psychology program through extensive contacts with agencies and school districts in the region as well as graduate assistantships.

Accessible Computing and Information Technology Lab (ACIT Lab)—This specialized computer lab is designed to enhance awareness & knowledge of practical applications of assistive and accessible technologies. In addition to computer lab equipment, the ACIT Lab includes a range of assistive and accessible technologies, both hardware and software, that can be used to explore issues of accessibility and usability in design and application.

Temple University Institute for Schooling and Society—The ISS is an interdisciplinary center for the study of human development and learning in schools. The emphasis of the Center’s work is on identifying effective responses to those forces which negatively impact the lives of children. School Psychology students may seek graduate assistantships with this unit.

Temple University–School District of Philadelphia Partnership Schools—Neighborhood schools provide opportunities for practicum and assistantship placements in urban schools. Relationships have been established with several local schools to enhance students’ experience during coursework practica and internship, but students are also encouraged to seek experiences in schools in which relationships are not already established.

In addition to the above, one of Temple’s unique resources is its location. As a metropolitan University, Temple’s location provides access to a wealth of institutions for practica, internships and research experiences. There are opportunities to interact with children from culturally diverse backgrounds.

FINANCIAL AID INFORMATION

School Psychology students have been competitive and successful in obtaining graduate research assistantships, teaching assistants and academic internships. School Psychology students have often been employed with student assistantships across the university in academic and research units such

as the Psychology Department, the Institute for Schooling and Society, the Measurement and Research Center, the Institute on Disabilities, the Department of Psychological Studies in Education, the School Psychology Program, and elsewhere.

Tuition Scholarships: These are awarded by the University for the full or partial amount of the student's tuition. These are available to full-time students. The amount of the stipends vary.

Assistantships:

School Psychology Program

A limited number of graduate assistantships are available each year; a stipend plus tuition are provided for 20 hours of work per week. These are available only to full-time students in the School Psychology Program. Assistantships are also generally available in other programs and bureaus of the university. To apply for assistantships across the College of Education, a copy of your CV and letter of application should be submitted to the Student Resource Center in 150 Ritter Annex and your name will be added to the pool of applicants. For positions in other colleges or programs within the university but outside the College of Education, different application processes apply; consult the appropriate Department for information.

Students registered for an internship are supported on stipends which range from \$6,000 to \$22,000 per academic year from the internship site. (See Appendix A for a listing of past internship sites). Internships must be approved by the program faculty and must provide a stipend. If there is a strike in the school system to which the student has been assigned, reassignment will be made but no stipend can be guaranteed in case of such an event.

ETHICS POLICY FOR SCHOOL PSYCHOLOGY STUDENTS

The ethics policy protects the public from unethical and premature practice by students in the School Psychology Program at Temple University. It also protects students from potential litigation. This policy has been adopted by the faculty and approved by student representatives.

No student will obtain part-time or full-time employment nor function as a school psychologist, or any closely related title or job function until achieving minimum competency in school psychology. Minimum competence is defined as completion of all the University courses, clinics, and practica and receiving the faculty recommendation for state certification as a school psychologist in Pennsylvania or New Jersey.

A student may work as a psychological assistant, researcher, technician or faculty member in an institution or agency under the guidance, direction, and subordination of a professional psychologist, duly licensed or certified by the appropriate state agency. It is assumed that a research or teaching assistant would not be engaged in clinical practice. Any exception to this policy must be discussed in detail with the graduate student's adviser. The student will not perform any function that exceeds his/her level of training.

A student who is already licensed or certified and working as a psychologist prior to entering the Program may continue in his/her employment. A letter indicating the details of employment and credentials must be presented to the student's graduate adviser.

A student may work as a psychological intern only when the required coursework and clinical practica are completed. All reports and documents must indicate intern status and be approved by a psychologist supervisor. The supervisor of the intern must be approved by the school psychology faculty.

GRIEVANCE PROCEDURES

All student behavior at the University is governed by the Student Code of Conduct. Students should become aware of the specific details of this code by obtaining a copy of the Student Code of Conduct online at <http://policies.temple.edu/getdoc.asp?policy_no=03.70.12>.

Students have the right to appeal negative decisions which affect their ability to complete a program. General information about the appeals process is available in the College of Education Graduate Student Handbook <<http://www.temple.edu/education/pdfs/COE-StudentHandbook-GradPrograms-2007.pdf>>, and detailed procedural information is available from the Ombudsperson in the Dean's Office.

STUDENTS' INTERPERSONAL SKILLS

Programs which train professional psychologists recognize the importance of personal and professional competencies, in addition to traditional academic skills. Interpersonal effectiveness is essential for practice as a professional psychologist. Interpersonal skills will be carefully monitored by the faculty and supervisors, and students will be alerted to issues and problems in this area in order to allow development of a remedial plan if necessary. In rare cases, when a student's problems cannot be resolved, faculty reserve the right to dismiss a student from the program. In such cases, due process for the student will include the following steps.

1. Upon initial notice of problematic behavior, the student will have the opportunity to remediate the concern. A written remediation plan will be developed by the student and faculty. Remediation plans may include, but not be limited to, such actions as: increasing supervision, increasing field work experience, completing an additional clinic practicum, requiring specific academic coursework, recommending personal therapy, and/or recommending a leave of absence.
2. If the concern is not satisfactorily remediated as agreed upon by the student and faculty member(s), written notification will be mailed to the student with details of the reasons for possible dismissal from the program.
3. The student will have three weeks to prepare a response to such notification and to ask for a formal review. At such a review meeting, the faculty and

student will both have the opportunity to present their perceptions of the situation.

4. The faculty committee will then make a final determination, and forward recommendations to the Dean's office.
5. The Dean's office will apprise the student of the outcome and of due process procedures for appealing the decision.

REQUIRED BACKGROUND CHECKS

*****The Commonwealth of Pennsylvania requires all school volunteers and employees to pass an FBI fingerprint records check, child abuse clearance, and annual Pennsylvania criminal records checks and TB tests. Students in the program must pass these checks prior to their first school practicum experience, and annually for the PA criminal records checks and TB tests.*****

ADVISING, REGISTRATION AND EVALUATION

Each student accepted into the program is assigned a faculty adviser. In the first year, advisers meet with new students and set up course requirements based on a careful review of previous courses for the determination of equivalency and transfer of credits. Proficiency exams are available when considered necessary.

When there is a question of whether a course taken at another institution is equivalent to one at Temple, the student will review the description of the course with the faculty member who teaches the equivalent course, who will make a determination about the acceptability of the course.

When requesting transfer of credits from other universities, students are required to complete the appropriate forms which may be obtained from the Graduate School website.

Student progress is assessed in didactic courses by papers, presentations, projects, and course examinations. Observations are followed by regular feedback sessions in all practica and internships. In addition, report writing skills are closely monitored. At weekly faculty meetings, students are discussed in order to keep track of any problems that are apparent or developing. Faculty also meet annually to formally evaluate the progress of every student in the program.

Students generally meet with advisers prior to registration and as requested. In addition, students meet with faculty once per year for formal monitoring of their progress in the program. Formal monitoring will occur in the context of a portfolio review. A file is maintained on each student to monitor his/her progress, which includes the program agreements and portfolios.

Students must make appropriate academic progress to continue in the program. A student who receives more than two grades below B- or more than one F will be dismissed by the program. Students must maintain continuous enrollment (fall and spring semesters) to remain in good standing.

STUDENT PARTICIPATION IN GOVERNANCE

Students are invited to provide formal program feedback to the faculty at least yearly, prior to the annual faculty retreat. During the retreat, the faculty meets to review program evaluation data and student input, and decides on changes in the program. Students also participate in admissions, interviewing candidates and providing their perspective prior to the faculty making final admissions decisions. A representative from TASP, the Temple Association of School Psychologists, the student group, is invited to attend each faculty meeting at which student progress or personnel issues are discussed.

Students are also encouraged to become involved in state and national organizations and to participate in lobbying and testifying about issues relevant to education and psychology.

SPECIALIST PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES

The philosophy of the Program is to prepare students for functioning as clinicians using evidence-based practices and who are child advocates. The Program's four major goals are (1) to prepare students to utilize evidence-based practice in assessment, consultation, and intervention; (2) to prepare students to integrate and apply research findings to the practice of school psychology; (3) to prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations; (4) to prepare students to function at the highest level of professional, ethical, and legal standards.

The specific goals of the program are to train the students to perform the following:

1. To prepare students to utilize evidence-based practice in assessment, consultation, and intervention.

Objective 1: Students will demonstrate knowledge of the theoretical, empirical, and practical literature on assessment.

Competency for Objective 1 will be demonstrated by grades of B or higher in School Psychology 5667/5671: Introduction to/Advanced Cognitive Assessment and School Psychology 5674: Assessment of Personality and Behavior (based on examinations and written papers).

Objective 2: Students will demonstrate mastery of administration and scoring of the basic instruments of cognitive assessment, personality and behavioral assessment, educational assessment, and assessment of adaptive behavior.

Competency for Objective 2 will be demonstrated by passing School Psychology 5667/5671: Introduction to/Advanced Cognitive Assessment (which requires 80% or better on technical manual quizzes, 80% mastery during observed simulated testing, and error-free protocols on all major cognitive instruments), obtaining grades of B or higher in School Psychology 5674: Assessment of Personality and Behavior (based on administration and review of protocols and examinations), Educational Psychology 8621: Academic Assessment and Intervention (based on administration of formal and informal educational assessment techniques), School Psychology 9687/9688:

Psychoeducational Clinic, and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on observed clinical evaluations and review of protocols), and ratings of 3 or higher by intern supervisors.

Objective 3: Students will demonstrate the ability to perform diagnostic assessments of a wide variety of students from preschool through twelfth grade, including assessment of children with low-incidence disabilities and children at high risk for school failure, and to convey the results of these assessments orally and in writing.

Competency for Objective 3 will be demonstrated by grades of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on written reports of educational evaluations), School Psychology 9687/9688: Psychoeducational Clinic (based on individual and group supervision, review of comprehensive psychoeducational reports, and direct observation of parent feedback sessions), School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on individual and group supervision and review of reports). Competency will also be demonstrated by ratings of 3 or higher by internship supervisors and ratings of 3 or higher in the Evaluation Reports section of the portfolio.

Objective 4: Students will demonstrate knowledge of the theoretical and empirical literature on consultation.

Competency for Objective 4 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on written exams and papers).

Objective 5: Students will demonstrate basic consultation skills, including active listening, hypothesis generation, hypothesis testing, feedback to teachers, summarizing, eliciting case details, dealing with resistance, conducting direct teacher observations (evaluations of the instructional environment) and student observations (both structured and unstructured).

Competency for Objective 5 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on review of sessions and group supervision).

Objective 6: Students will demonstrate the ability to consult with teachers about the academic and behavior problems of students in schools, appropriately evaluating the outcomes in terms of student performance.

Competency for Objective 6 will be demonstrated by a grade of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on case-completion reports, class discussion of required readings, class presentations, and individual reports on specific interventions). Competency will also be demonstrated by ratings of 3 or higher by intern supervisors.

Objective 7: Students will demonstrate knowledge of the literature on evidence-based academic and behavioral interventions.

Competency for Objective 7 will be demonstrated by a grade of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on supervision discussions and remediation reports), and School Psychology 5676: Applied Behavior Analysis (based on examination and classroom discussions).

Objective 8: Students will demonstrate the ability to design, implement, and evaluate the effectiveness of empirically validated academic and behavioral interventions.

Competency for Objective 8 will be demonstrated by grades of B or higher in Educational Psychology 8621: Academic Assessment and Intervention (based on written reports and supervision of interventions) and School Psychology 5676: Applied Behavior Analysis (based on conducting a self-change project, quizzes and exams, and classroom discussions). Competency will also be demonstrated by ratings of 3 or higher on the Intervention Report section of the portfolio, and by ratings of 3 or higher by intern supervisors.

2. To prepare students to integrate and apply research findings to the practice of school psychology.

Objective 1: Students will demonstrate knowledge of research findings and the ability to critically analyze research.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 5667: Introduction to Cognitive Assessment; School Psychology 8772: Role and Function of the School Psychologist (based on literature reviews), Educational Psychology 8627: Introduction to Research Design; and School Psychology 9587: School Consultation Seminar and Practicum (based on written reviews of journal articles).

Objective 2: Students will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in general and School Psychology in particular.

Competency for Objective 3 will be demonstrated by a grade of B or above in School Psychology 8772: Role and Function of the School Psychologist (based on an oral presentation), School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on observations and feedback on presentations and in seminars), School Psychology 9587: School Consultation Seminar and Practicum, School Psychology 9687/9688: Psychoeducational Clinic (based on observations and feedback on presentations and in seminars and the development of in-service or workshop materials).

3. To prepare students to understand and appreciate diversity and demonstrate sensitivity to diverse populations.

Objective 1: Students will demonstrate knowledge of diversity, including the impact of racial, ethnic, class, cultural, language, lifestyle and ability differences on the practice of school psychology, including assessment, consultation, remediation, intervention, and working with families.

Competency for Objective 1 will be demonstrated by a grade of B or above in School Psychology 5671: Advanced Cognitive Assessment and School Psychology 5674: Assessment of Personality and Behavior, and School Psychology 8771: Social Psychology (based on contribution to class discussions, simulations, and examination). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

Objective 2: Students will demonstrate sensitivity toward diversity by adjusting language to be sensitive to cultural, socioeconomic and lifestyle issues when providing feedback of information to parents, adjusting language when consulting with teachers, and by continued discussion of individual differences relative to assessment and interventions.

Competency for Objective 2 will be demonstrated by grades of B or higher in School Psychology 9587: School Consultation Seminar and Practicum (based on class discussion, role plays, and design of interventions), School Psychology 9687/9688: Psychoeducational Clinic and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities (based on class discussion and papers, planning and interpretation during clinical cases). In addition, competency will be demonstrated by a rating of 3 or above on the diversity objective on the student portfolio. Finally, competency will be demonstrated by ratings of 3 or above by internship supervisors.

4. To prepare students to function at the highest level of professional, ethical, and legal standards.

Objective 1: Students will demonstrate knowledge of the APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 1 will be demonstrated by a B or better grade in School Psychology 8775: Ethical and Legal Problems in Pupil Services.

Objective 2: Students will apply the knowledge APA code of ethics, the NASP code of ethics, the ethical standards of the Pennsylvania State Board of Psychology, and the Pennsylvania State and Federal Laws relevant to school psychology.

Competency for Objective 2 will be demonstrated by ratings of 3 or higher by practicum supervisors (based on review of clinic files, discussions during supervision, and direct supervision through closed circuit television and one-way mirrors) and by ratings of 3 or higher by intern supervisors. In addition, competency will be demonstrated by a grade of B or higher (based on class discussion, reaction papers, and direct supervision) in School Psychology 9687/9688: Psychoeducational Clinic and School Psychology 9787/9788: Seminar/Practicum: Students with Low Incidence Disabilities.

Implementation of the Model

The model is implemented in the certification program by offering three levels of training: (a) courses which provide theoretical and scientific foundations for the practice of school psychology; (b) courses which blend theoretical and practical issues; and (c) courses which are designed to provide practical experience in the application of psychological knowledge to real-life problems of school children. It is expected that students will undertake the theoretical courses prior to the practicum experience.

Coursework in psychology includes advanced work in learning, human development, biological basis of behavior and cultural diversity as well as work in statistics and research

methodology. The statistics and research methods courses are primarily designed to provide the skills to read, understand and interpret empirical research.

Theoretical and practical issues are blended into courses in diagnostic methods, remedial methods, clinics and seminars in special topics.

Course Sequencing

The course sequence is designed so that full-time students will go through the program as a cohort. Students begin the program with a base of core courses in the theoretical and scientific foundations of psychology. Following this core are courses which blend the theoretical and scientific contributions of psychology with the problems of practical application. This blending occurs in the introductory clinical courses. The final phase consists of practical clinical experiences in schools, agencies, and residential treatment facilities.

Courses which blend theoretical foundations with practical applications include approaches to intellectual and personality assessment, personality and family dynamics, clinical interviewing, integrating of psychological data in reports, classroom observation, applied behavior analysis, and prescriptive intervention and consultation with teachers, parents, and administrators. Actual practical experiences occur in two psychoeducational clinics, a clinic for children with low incidence disabilities, an academic remediation clinic, a practicum in school consultation, and the full-time one year internship in a school setting.

Specialist Suggested Course Sequence 1st year

Fall semester

Sch Psych 5672	Personality & Psychotherapy
Sch Psych 8772	Role and Function of the School Psychologist
Sch Psych 5667	Introduction to Cognitive Assessment
Ed Psych 5523	Introduction to Educational Psychology

Spring semester

Ed Psych 8621	Assessment & Remediation of Learning Disabilities in Schools
Sch Psych 5674	Assessment of Personality & Behavior
Sch Psych 6676	Applied Behavior Analysis
Sch Psych 5671	Advanced Cognitive Assessment

1st Summer session

Sch Psych 8771	Social Psychology of Schools
----------------	------------------------------

2nd Summer session

Sch Psych 8770	Physiological Psych
----------------	---------------------

2nd Year

Fall semester

Sch Psych 8775	Ethical & Legal Problems Pupil Services
Sch Psych 9587	School Consultation
Sch Psych 9688	Psychoeducational Clinic
Sch Psych 9687	Seminar in School Psychology

Spring semester

Ed Psych 8627	Introduction to Research Design
Sch Psych 9587	School Consultation
Sch Psych 9688	Psychoeducational Clinic
Sch Psych 9687	Seminar in School Psychology

1st Summer session

Sch Psych 9788	Seminar on Children with Low Incidence Disabilities
Sch Psych 9787	Practicum on Children with Low Incidence Disabilities

3rd Year

Sch Psych 9885/9886	Internship - 12 credits over 1 year
---------------------	-------------------------------------

Depending on the background of the student, the student's adviser may recommend or require additional courses for the student other than those listed above. The list above should be seen as minimal.

INTERNSHIP CRITERIA

- 1 An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skill. The internship is the culminating training experience in the certification program and follows a programmed sequence of experiences, including practica and field experiences. The program must allow the intern opportunity for carrying out major professional functions under appropriate supervision.
- 2 The internship provides training in a range of assessment and intervention activities conducted with and for children and youth needing school psychological services. Interns with at least two years of experience in the delivery of school psychological services satisfactory to the preparing program may focus on supervision, consultation and other services to a greater extent than less experienced interns.
- 3 The internship agency employs a clearly designated, actively certified psychologist, who is responsible for the integrity and quality of the internship program. (It is not essential, however, for this person to be the one providing the supervision described below).

- 4 Internship supervision should be provided by a doctoral psychologist who is also a certified school psychologist. This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review (See 3 above).
- 5 Reports by the intern to consumers must be cosigned by the psychologist responsible for the intern or issued with a cover letter stating that the report has been “reviewed and approved by” the responsible (supervising) psychologist.
- 6 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 (described in 4 above) must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
- 7 In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing other units in delivery of health and/or child care services.
- 8 Supervision and education as described in 6 and 7 above will account for at least 10% (120 hours) of the intern’s time. Some of the activities may occur at times other than the “regular” workday.
- 9 The total internship experience may occur in more than one setting but must include a minimum of 1200 hours, with 600 hours in a school setting, and must be completed within 24 months. When the internship occurs in more than one setting and all specific internship agency criteria (i.e., #'s 1,2,3,4,5,6,7, and 15) must be met, the coordinator of intern placements for the graduate program must determine that appropriate evaluations of competence in each setting are obtained.
- 10 At least 25% (300 hours) of the intern’s time is in direct client contact.
- 11 The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area.

- 13 The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.
- 14 Trainee has a title such as “intern,” “resident,” “fellow,” or other designation of trainee status.
- 15 The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectation for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement about salary, benefits, reimbursable travel, holidays, etc.

Master’s Degree

Students in the Ed.S. program will ordinarily earn an M.Ed. after the first 30 semester hours of coursework. A student pursuing a master’s degree must demonstrate competencies associated with the earning of a master’s degree in addition to course requirements. Two options are available for demonstrating such competency.

1. A cumulative grade point average of 3.5 for 30 credits meet the requirements for awarding of the M.Ed. No rounding off of numbers is accepted. If this average drops below 3.5 the last semester of course work, the student must take a comprehensive examination the following semester. The student may apply for the master’s degree during the semester he/she will accumulate 30 hours, provided that course requirements have been met.
2. Students with lower than 3.5 have the option to pass the Master’s Comprehensive Examination, after taking 30 semester hours of acceptable coursework. If a student elects this option and fails the examination on the first attempt he or she must stay with this option. A student will be permitted to take the comprehensive examinations only twice.

NOTE: Apply for graduation at the Graduate School during the first week of the semester in which you plan to graduate. The Master’s degree does not confer certification in school psychology. School psychology certification is a post-masters degree program.

Students must complete one year of the School Psychology graduate program with a GPA of 3.0 or above to be accepted into the certification program due to the Commonwealth of Pennsylvania Department of Education guidelines.

In addition, students must complete the PRAXIS exams in Reading, Writing, Mathematics, and School Psychology in order to be recommended for certification in Pennsylvania.

Matriculation Requirements

Students are required to take at least 6 semester hours of courses during both the Fall and the Spring semesters (not required for Summer). If this seems unfeasible for health or other reasons, the student may petition the program for permission to register for fewer hours. The letter asking for such permission should be addressed to the program director and a copy should go to the student's adviser.

HOW TO APPLY FOR THE SPECIALIST PROGRAM

Fill out the necessary application forms for the Ed.S. You may apply online, or print out and submit paper copies. All application materials should be sent to the Student Resource Center, College of Education. It is the student's responsibility to see that everything is completed by the deadline date. As long as you have taken the GRE by the December date, your application will be given full consideration.

The School Psychology Program is not informed of the status of an application until it is completed and processed. We strongly urge that applicants apply early and periodically check through OwlNet as to the status of their materials.

Please note that the deadline for submission of materials for the Specialist Program is **JANUARY 2**. We strongly urge that applicants apply early and periodically check on OwlNet as to the status of their materials.

All applications and materials are reviewed by an Admissions Committee consisting of program faculty and students. Students have complete access to all admissions materials. Our students have a voice in our admissions policies since accepted applicants will become their peers and future colleagues. However, any applicants who feel that any of the contents of their applications should not be reviewed by future peers should contact the Admissions Chair in writing specifying which materials should be kept confidential.

Applicants are required to submit the following materials prior to the deadline:

1. Graduate Record Examination (G.R.E.); Verbal, Quantitative, and Analytic/Analytic Writing
2. Advanced G.R.E. Examination in Psychology (Although this requirement is not listed in all University publications, it **is** required for admission.)
3. Three (3) letters of recommendation
4. Official transcripts from all universities attended
5. Two required essays

In addition, an interview with faculty and students is required for admission to the school psychology program. Applicants whose applications are not complete or who do not meet minimum criteria are not interviewed.

Prerequisites

Admission to the program is contingent upon applicants having already achieved a basic knowledge about the science of psychology. This is determined by scores on the Graduate Record Examination in Psychology and completion of four undergraduate or beginning graduate level courses including general psychology, elementary statistics, child development, and learning theory. The requirement may be met by taking general psychology, basic statistics, learning theory, and human development at Temple University.

Criteria for Admission

Applicants are reviewed on six major criteria: (a) undergraduate grade point average, (b) graduate grade point average (if applicable), (c) scores on the Graduate Record Examination (V, Q, A, and Psych), (d) letters of recommendation, (e) writing ability, and (f) personality, maturity, interpersonal skills and life experiences which are examined as part of the interview. Special qualities such as volunteer work, enthusiasm, dedication to working with children and integrity are considered. We attempt to maintain a culturally diverse student body and also value students who have had a variety of life experiences.

While the GRE is used as one basis for admission, it is evident from the above that the program attempts to use a variety of criteria. The program takes pride in the quality and diversity of its student body, a quality which reflects our ability to choose from a large pool of applicants.

APPENDIX A

Affiliated Programs, Centers and Agencies

Abington School District, PA
 Alfred I. DuPont Hospital, Wilmington, DE
 Avon Grove School District, PA
 Bancroft NeuroHealth, PA
 Berks County I.U., PA
 Broward County Public Schools, FL
 Bucks County I.U., PA
 Burlington School District, NJ
 Camden City School; Camden, NJ
 Carbon/Lehigh I.U., PA
 Centennial School District, PA
 Cheltenham School District, Cheltenham, PA
 Cherry Hill School District, NJ
 Chester County I.U., PA
 Children's Hospital of Philadelphia, PA
 Children's Seashore House, Atlantic City, NJ
 Christina School District, Newark, DE
 Cinnaminson Schools, Cinnaminson, NJ
 Colonial School District, DE
 Colonial School District, PA
 Counseling or Referral Assistance (CORA), PA
 Delaware County I.U., Media, PA
 Devereux Foundation, Devon, PA
 Eden School, Princeton, NJ
 Elwyn Institute, Phila., PA
 Florence Township School District, NJ
 Geisinger Medical Center, PA
 Horsham Psychiatric Hospital, Horsham, PA
 Maple Shade School District, Maple Shade, NJ
 Mercer County Schools, NJ
 Merion Schools, Merion, PA
 Monmouth Memorial Hospital
 Old Forge School for the Physically Handicapped, Media, PA
 Overbrook School for the Blind, Phila., PA
 PA School for the Deaf, Phila., PA
 Pemberton School District, Pemberton, NJ
 Pennington Preparatory School, Pennington, NJ
 Red Clay School District, Wilmington, DE
 School District of Philadelphia, PA
 St. Christopher's Hospital, Phila., PA
 St. Francis Xavier Elementary School, Phila., PA
 Wordsworth Academy, Fort Washington, PA

APPENDIX B

Program Costs

Tuition costs are priced per credit hour. The costs listed here apply for Fall, Spring, and Summer I and II, 2008–2009 academic year.

<i>Graduate Tuition per Credit Hour</i>	<i>In State</i>	<i>Out of State</i>
	\$573	\$837

Note: Students who move to Pennsylvania to attend school will be considered out of state students for the duration of their program.

Other Fees total \$295 per semester for full time students for technology, activities, health, and recreation. Some courses carry additional materials fees. Additional information about tuition and fees can be found on the bursar's web page <<http://www.temple.edu/bursar/about/tuitionrates.htm>>. Information about financial assistance is available at <www.temple.edu/grad/finances/index.htm>.

Other Information:

Facilities for Students with Disabilities: Temple University maintains a Disabilities Resource Center for students requiring special help. The buildings are equipped with wheelchair ramps. Braille books are available as well as student readers. The program has had one blind student graduate.

Personal counseling is available through the University Counseling Center and the Student Health Service as well as through Temple University Hospital.

Housing is available privately in Philadelphia. The University maintains dormitories and apartments. Information is available through the Office of Student Housing. Philadelphia is a large metropolitan city offering diversity in housing and cultural activities. Public transportation to the University is readily available.

FACULTY

Core Faculty

The following is a brief summary of some of the major accomplishments and primary interests of faculty:

PROGRAM COORDINATOR:

Catherine A. Fiorello, Ph.D. - (University of Kentucky, 1992) Rank: Associate Professor
Program Director, School Psychology

Professional Distinctions:

Nationally Certified School Psychologist; Licensed School Psychologist, KY & PA; KAPS Best Practices Award—Assessment and Evaluation, 1995; Outstanding Service Award, Division 16, APA, 2006; Member, American Psychological Association (Divs. 15, 16, 40), Association for Psychological Science, National Association of School Psychologists; Fellow, Pennsylvania Psychological Association, 2005; Lindback Foundation Teaching Award, 2003.

Catherine Fiorello has published numerous articles on cognitive assessment, the development of rating scales for assessing cognitive skills, the use of cross-battery assessment to predict children's academic achievement, and integrating cognitive assessment as a way of developing a Response to Intervention model of special education identification. She is currently coordinating a research group on Applied Cognitive Studies which is attempting to apply cognitive psychology in the classroom. She has collaborated with the Trenton Public School System to improve reading based on cognitive strengths, and has also collaborated in the Cherry Hills School District and the Temple Partnership Schools to serve students with special needs based on their cognitive strengths.

Selected Publications:

Hale, J. B., & Fiorello, C. A. (2004). *School neuropsychology: A practitioner's handbook*. New York: Guilford.

Thurman, S. K., & Fiorello, C. A. (2008). *Cognitive development in K-3 classroom learning: Research applications*. London, England: Routledge/Taylor and Francis.

Hale, J. B., Fiorello, C. A., Kavanagh, J. A., Holdnack, J. A., & Aloe, A. M. (2007). Is the demise of IQ interpretation justified? A response to special issue authors. *Applied Neuropsychology, 14*, 37-51.

Fiorello, C. A., Hale, J. B., Holdnack, J. A., Kavanagh, J. A., Terrell, J., & Long, L. (2007). Interpreting intelligence test results for children with disabilities: Is global intelligence relevant? *Applied Neuropsychology, 14*, 2-12.

Fiorello, C. A., Hale, J. B., & Snyder, L. E. (2006). Cognitive Hypothesis Testing and Response to Intervention for children with reading problems. *Psychology in the Schools, 43*, 835-853.

- Cohen, A., Fiorello, C. A., & Farley, F. H. (2006). The cylindrical structure of the Wechsler Intelligence Scale for Children–IV: A retest of the Guttman model of intelligence. *Intelligence*, *34*, 587-591.
- Hale, J. B., Fiorello, C. A., & Brown, L. L. (2005). Determining medication treatment effects using teacher ratings and classroom observations of children with ADHD: Does neuropsychological impairment matter? *Educational and Child Psychology*, *22*(2), 39-61.
- Fiorello, C. A., & Primerano, D. (2005). Cattell-Horn-Carroll cognitive assessment in practice: Eligibility and program development issues. *Psychology in the Schools*, *42*, 525-536.

Specialization: Cognitive Assessment, Early Childhood, ADHD, Neuropsychology

CORE FACULTY:

Jean A. Boyer, Ph.D. - (University of Cincinnati, 2003)

Rank: Assistant Clinical
Educator

Professional Distinctions:

Nominee for the Illinois Department of Education “Those Who Care Award,” recipient of the Charles I Doyle, S.J. Award – Loyola University Day School for Emotionally Disturbed Children, and the National College of Education: NCE Teaching Fellowship. Also, a member: Association for Positive Behavior Support, National Association for the Education of Young Children, Kappa Delta Pi Academic Honor Society, and the National Association of School Psychologists.

Jean Boyer’s research interests include the use of positive behavior supports and early literacy initiatives to build resiliency in children, and the development of consultation relationships to promote system-wide implementation of effective practices. She is currently serving as a consultant to the Partnership Schools Program at Temple, and to the Resilient Classrooms Project in Berlin, NJ. Her work is based on a collaborative, eco-behavioral problem solving model that focuses on the development of interpersonal relationships to support person-centered planning, prevention, data-based decision making, and a systematic procedure to approach problem situations.

Selected National Publications and Presentations:

- Boyer, J. A. (2005). Fidelity in goal attainment scaling by preschool teachers of “at-risk” children. Paper presented at the Second International Conference on Positive Behavioral Support, Tampa, FL.
- Boyer, J. A. (2005). Consultation for positive behavior support in early childhood settings. Paper accepted for the annual conference of the National Association of School Psychologists, Atlanta, GA.

Gerent, M. & Boyer, J. A. (2004). Reconfiguring preservice teacher education programs in preparing high quality teaching professionals. Paper presented at the annual meeting of the Council for Exceptional Children, Biloxi, MS.

Boyer, J. A. & Gerent, M. (2003). Preservice teacher education: The ultimate antecedent variable in positive behavior supports. Paper presented at the First International Conference on Positive Behavior Supports, Tampa, FL.

Daley, E. J., Lentz, F. E., & Boyer, J. A. (1996). The instructional hierarchy: A conceptual model for understanding the effective components of reading interventions. *School Psychology Quarterly*, 11, 369-386.

James Connell, Ph.D. - (Louisiana State University, 2005) Rank: Assistant Professor

Professional Distinctions:

Board Certified Behavior Analyst; Certified School Psychologist (NJ and National); 2002 Wilbur Bergeron Memorial Scholarship Award, Louisiana School Psychologist Association; Article of the Year, 2004, *School Psychology Review*; Early Career Scholar, School Psychology Research Collaboration Conference, 2007; Member, National Association of School Psychologists, Association for Behavior Analysis.

Jim Connell's areas of research include curriculum-based measurement, progress monitoring, and Positive Behavior Supports.

Selected Publications:

Handler, M. H., Rey, J., Connell, J. E., Their, K., & Putnam, B. (in press). Practical considerations in creating school-wide Positive Behavior support in public schools. *Psychology in the Schools*.

Noell, G. H., Connell, J. E., & Duhon, G. J. (in press). Spontaneous response generalization during whole word instruction: Reading to spell and spelling to read. *Journal of Behavioral Education*.

Ardoin, S. J., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered Response to Intervention model for instructional planning, decision making, and the identification of children in need of services. *Journal of Psychoeducational Assessment*, 23, 362-380.

Noell, G. H., Witt, J. C., Slider, N. J., Connell, J. E., Williams, K. L., Resetar, J. L., & Koenig, J. L. (2005). Teacher implementation following consultation in child behavior therapy: A comparison of three follow-up strategies. *School Psychology Review*, 34, 87-106.

Ardoin, S. P., Witt, J. C., Suldo, S. M., Connell, J. E., Koenig, J. L., Resetar, J. L., Slider, N. J., & Williams, K. L. (2004). Examining the incremental benefits of administering a maze and three versus one Curriculum-Based Measurement reading probes when conducting universal screening. *School Psychology Review*, 33, 218-233.

Frank Farley, Ph.D. - (University of London, 1966)

Rank: Professor

Professional Distinctions:

Former president of the American Psychological Association, recipient of the L.H. Carnell Professor Status at Temple University and the Fellows of the Society Award from the Society for the Scientific Study of Sexuality. Member of the American Psychological Society, American Psychological Association – Fellow in divisions: 1, 3, 10, 15 (Educational Psychology), 16 (School Psychology), 27, 32, 46, and 52.

Frank Farley has published extensively or spoken extensively in the areas of individual differences, personality, motivation, risk-taking, crime and violence, extreme accomplishment/extreme behavior, adolescence, decision-making, social and educational change, courage and heroic behavior, among other topics. He has developed a comprehensive model of heroism. He originated the Type T Personality terminology and features to capture what he believes are central components in human risk-taking. He recently (2006) has co-authored major articles (e.g., a monograph of APS—the Association for Psychological Science; an invited article for *Scientific American Mind*) on adolescent decision-making and risk-taking. He is in constant demand by major national TV and print media to discuss his work or that of others, or explain or interpret issues in education, psychology, and society.

Selected Publications:

- Cohen, A., Fiorello, C. A., & Farley, F. H. (2006). The cylindrical structure of the Wechsler Intelligence Scale for Children–IV: A retest of the Guttman model of intelligence. *Intelligence*, *34*, 587-591.
- McCombs, B. L., Lambert, N. M., Farley, F., & Spielberger, C. D. (1992). The Wingspread Conference on Assessment: Implications for Educational Reform. *Newsletter for Educational Psychologists* (American Psychological Association), *15*, to appear
- Farley, F., & Carlson, J. (1991). Type T marital therapy. *Family Psychologist*, *7*, 26-28
- Farley, F., & Carlson, J. (1991). Type T theory: A new approach to facilitating marriage change. *Family Psychologist*, *7*, 6-9.
- Farley, F. (1991). Some applications of Type T theory to media and the Gulf crisis. *The Amplifier*, *1*, 6. (The official publication of the Division of Media Psychology, American Psychological Association).
- Farley, F. (1991). The Type T personality. Chapter in L.P. Lipsett & L.L Mitnick (eds), *Self-regulatory behavior and risk taking: Causes and consequences*. Norwood, NJ: Ablex Publishers.

Joseph G. Rosenfeld, Ph.D. - (Temple University, 1961)

Rank: Professor

Professional Distinctions:

Diplomate in Clinical Psychology; American Board of Professional Psychology; Nationally Certified School Psychologist; Licensed Psychologist (PA); Past President of the Pennsylvania Psychological Association; Past President, Philadelphia Society of Clinical Psychologists; Past President of the Pennsylvania Psychological Association's Division of School Psychology and Division of Clinical Psychology; Special Education Hearing Officer, Pennsylvania Dept. of Education, Right to Education Office; Recipient, Karl F. Heiser APA Presidential Award for Advocacy, 2006.

Joseph Rosenfeld has presented extensively on legal and ethical issues in school psychology and due process hearings. He currently serves a Hearing Officer for the Pennsylvania Department of Education. He has also published in the areas of the interpretation of psychological data and report writing, and on the impact of inclusion.

Selected Publications:

- Rosenfeld, J. G., & Fagan, T. (2005). Obituary: Irwin A. Hyman. *American Psychologist*, 60, 1033.
- Huber, K. D., Rosenfeld, J. G., & Fiorello, C. A. (2001). The differential impact of inclusion and inclusive practices on high, average, and low achieving general education students. *Psychology in the Schools*, 38, 497-504.
- Kaufmann, M. B., & Rosenfeld, J. G. (2001). Interpreting psychological data and writing sensible comprehensive evaluation reports. *Exceptional Children Conference 2001, The IDEA and Social Change*. Mechanicsburg, PA: Pennsylvania Bar Institute, Chapter 11, 264-270.
- Hyman, I. A., Wojtowicz, A., Lee, K. D., Haffner, M. E., Fiorello, C. A., Storlazzi, J. J., & Rosenfeld, J. (1998). School based methylphenidate (MPH) placebo protocols: Methodological and practical issues. *Journal of Learning Disabilities*, 31, 581-594, 614.
- Rosenfeld, J. G. (1995, June 27). *The reauthorization of IDEA: Testimony before the U.S. House of Representatives Economic and Educational Opportunities Subcommittee on Early Childhood, Youth, and Families*. Printed in the Congressional Record.
- Rosenfeld, J. G. (1991). A fuller understanding of personality assessment (Review of the personal and social assessment of children: An analysis of current status and professional practice issues). *Contemporary Psychology*, 36, 1105-1106.

- Rubin, H., Goldman, J. J., & Rosenfeld, J. G. (1990). A follow-up comparison of WISC-R and WAIS-R IQ's in a residential mentally retarded population. *Psychology in the Schools*, 27, 309-310.
- Rubin, H., Goldman, J. J., & Rosenfeld, J. G. (1985). A comparison of WISC-R and WAIS-R IQ's in a mentally retarded residential population. *Psychology in the Schools*, 22, 392-396.
- Wolf, M. C., Cohen, K. R., & Rosenfeld, J. G. (1985). School based interventions for obesity: Current approaches and future prospects. *Psychology in the Schools*, 22, 187-200.
- Rosenfeld, J. G. (1982). The School Psychologist. In F. R. Fields & R. J. Horowitz (Eds.), *Psychology and professional practice: The interface of psychology and the law*. Westport, CT: Quorum Books.
- Blanco, R. F. & Rosenfeld, J. G. (1978). *Case studies in school and clinical psychology*. Springfield, IL: Charles C Thomas.

Specialization: Diagnostic Assessment, Psychotherapeutic Interventions, Ethical and Legal Problems

Erin Rotheram-Fuller, Ph.D. – (UCLA, 2005)

Rank: Assistant Professor

Professional Distinctions:

NIMH predoctoral training fellowships, 2002-2004; David Zeaman Student Travel Award, 2003; UCLA University Merit Fellowship, 2004-2005; Co-investigator, P50 Center project, NIDA. She is a member of the American Psychological Association and the National Association of School Psychologists, and her publications have been highlighted by such organizations as Science Daily, Cardiovascular Business Week, and in the Director's Report to the National Advisory Council on Drug Abuse.

Erin Rotheram-Fuller's areas of research include analysis of and improvements in classroom and school level social contexts, and specifically the social integration of children with autism in general education classes. She has also extensively studied biobehavioral treatments and interventions with high-risk substance abusing populations, and is now focusing on developing prevention intervention programs for schools, individuals and families.

Selected Publications:

Rotheram-Fuller, E. & Kasari, C. (invited). Peer Relationships: Challenges and Interventions. In Hollander, E. Kolevzon, A., & Coyle, J. (Eds), *Textbook of Autism Spectrum Disorders*. Arlington, VA: American Psychiatric Publishing, Inc.

Kasari, C., & Rotheram-Fuller, E. (2007). Peer Relationships of Children with Autism: Challenges and Interventions. In *Clinical Manual for the Treatment of Autism*, edited by Evdokia Anagnostou and Eric Hollander, American Psychiatric Publishing, Inc.

Chamberlain, B., Kasari, C., & Rotheram-Fuller, E. (2007). Involvement or isolation? The social networks of children with autism in regular classrooms. *Journal of Autism and Developmental Disorders*, 37(2): 230-242.

Kasari, C., & Rotheram-Fuller, E. (2005). Current trends in psychological research on children with high-functioning autism and Asperger disorder. *Current Opinions in Psychiatry*, 18, 497-501.

AFFILIATED FACULTY

Ronald T. Brown, Ph.D. – Georgia State University
Dean: College of Health Professions

James P. Byrnes, Ph.D. – Temple University
Associate Dean, Professor: Educational Psychology-Cognition and Learning

Jennifer Cromley, Ph.D. – University of Maryland
Assistant Professor: Educational Psychology-Reading and Cognition

Joseph DuCette, Ph.D. – Cornell University
Professor: Educational Psychology-Research Methods and Statistics

William Fullard, Ph.D. – University of Pennsylvania
Professor: Educational Psychology-Human Development, Personality

Steven J. Gross, Ed.D. – University of Pennsylvania
Associate Professor: Educational Administration

Aneta Pavlenko, Ph.D. – Cornell University
Assistant Professor: TESOL (Teaching English to Speakers of Other Languages)-Cognition, Language Acquisition, Bilingualism

James Roberge, Ph.D. - University of Connecticut
Professor: Educational Psychology-Research Methods, Statistics

Kenneth Thurman, Ph.D. - Peabody College of Vanderbilt University
Professor: Special Education

Glenn Snelbecker, Ph.D. - Cornell University
Professor: Educational Psychology-Learning Theory, Computer & Curriculum Design

ADDITIONAL PART-TIME FACULTY

Dr. John Berna
Dr. Patricia Feuerstein
Dr. Jeri Goldman
Dr. Naomi Lennox

