Program Mission: The University of Washington’s School Psychology Program prepares scientist-practitioners whose practice is grounded in scientific knowledge and focused on enhancing the socio-emotional and educational competence of school-age children.

We prepare school psychologists to place children’s behavioral and mental health needs at the forefront of prevention and intervention services.

We believe academic and social-emotional learning are equally important in the development of children and adolescents.

Graduates of our program gain a strong background in the scientific foundations for the practice of school psychology as well as training in applying current research knowledge and theory to educational practice. We offer formal coursework and practica in assessment, consultation and intervention/counseling through two pathways: an Educational Specialist (Ed.S.) degree and a Doctor of Philosophy (Ph.D.) degree.

EXCELLENCE AND INNOVATION

UW College of Education, ranked among the nation’s top five public education schools, is dedicated to creating a world in which every child receives an excellent education. Our school psychology programs have consistently received the highest level of accreditation from the American Psychological Association, National Association of School Psychologists and the state of Washington’s Professional Educators Standards Board.
EDUCATIONAL SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY

OVERVIEW
An Ed.S. degree focuses on developing skills needed for practicing as a school psychologist in K-12 settings. This full-time program requires three years of coursework at the UW and passing the Educational Specialist Oral Exam at the end of the second year.

During the third year of the program students complete a full-time internship (1,200 hours) and take the Praxis II exam, which qualifies graduates for National Certification in School Psychology.

COURSEWORK

YEAR 1
Students take courses in the scientific foundations for the practice of school psychology:
• Human learning
• Development during early childhood, middle childhood and adolescence
• Personality theory
• Individual differences
• Multicultural issues
• Research methods
• Statistics

In addition, students take courses on:
• The field of school psychology
• The ethical, legal and professional standards of practice
• Consultation (indirect service delivery) and interdisciplinary collaboration
• Behavioral and group interventions

YEAR 2
The second year includes field-based and on-site practicum experiences providing direct and indirect services under faculty supervision. Students learn to:
• Administer and interpret intellectual, cognitive, academic and neuropsychological tests
• Assess social and emotional functioning and adaptive behavior
• Interview parents, children and teachers
• Observe children in the classroom
• Test clinical hypotheses
• Generate recommendations for interventions
• Write psychological reports
• Provide oral feedback and consultation
• Counsel individual children and their parents

YEAR 3
Students participate in a field-based internship under the supervision of certified school psychologists.

To see the course schedule for Ed.S. students, visit education.uw.edu/schoolpsychology/EDS
OVERVIEW
Our Ph.D. program prepares Health Service Psychologists (with a specialization in school psychology) for leadership roles in:

- School settings
- Graduate training programs in school psychology
- Teaching hospitals and other health agencies providing outpatient services for patients with school-related problems
- Research settings where investigations are conducted related to learning, development and behavior of school-aged children

ADMISSION
Students complete the Ed.S. degree as the first three years of the Ph.D. program unless they have already earned an Ed.S. degree prior to being admitted into the UW Ph.D. program. The strongest applicants have research experience and/or research potential aligned with the expertise of program faculty.

The Ph.D. requirements consist of:

- Coursework in the biological bases of behavior, the cognitive/affective bases of behavior, the social bases of behavior, individual differences/diversity, measurement, statistics, research design and psychometrics
- Completion of advanced clinical practicum experiences
- Research and inquiry seminars and formal presentations
- General examination in the area of specialization, two cognates (area of interest to the individual student) and an area of specialization outside education
- Continuous conducting of research and scholarly inquiry that culminates in a dissertation
- A one-year, pre-doctoral internship in a school, treatment center/clinic or other research setting

To see an example of the Ph.D. course sequence, visit education.uw.edu/schoolpsychology/PhD

PROGRAM CHRONOLOGY

Year One: Foundations (Ed.S./Ph.D.)
Coursework includes an introduction to school psychology, general and special education principles, statistics and research methods, and working with special populations. A field study practicum provides hands-on experience working in teams to serve partner schools.

Year Two: Practicum and Competency Development (Ed.S./Ph.D.)
Students gain significant applied clinical experience in the School Psychology Clinic while learning psychological assessment and counseling techniques.

Year Three: Precertification Internship and Ed.S. Degree Completion (Ed.S./Ph.D.)
Students complete a 1,200-hour internship supervised by a certified school psychologist in a partner school.

During year three, students may opt to begin doctoral courses and complete an internship that is half-time in schools and half-time in clinical or research settings.

Year Four: Research and Advanced Practicum (Ph.D.)
Students focus on obtaining research coursework and participating in research studies with program faculty. At the same time, students work on advanced practicum courses and obtain clinical experiences in settings that match their research and clinical interests.

Year Five: Comprehensive Examinations and Advanced Practicum (Ph.D.)
Research coursework, research experience and advanced clinical experiences are the primary focus. Students work on their general examination, advancing to candidacy, and writing and defending the dissertation proposal. Students apply for APA accredited internships that are typically outside the state of Washington.

Year Six: Predoctoral Internship and Dissertation (Ph.D.)
While working on-site at the predoctoral internship location, interns continue preparing their dissertation for defense.
CAREERS
The Ed.S.* program is approved by the state of Washington and meets requirements for residency certification (Educational Staff Associate) as a school psychologist in Washington. The Ed.S. program is also approved by the National Association of School Psychologists, which qualifies graduates for national certification as a school psychologist.

The Ph.D.** program is accredited by the American Psychological Association and prepares graduates for licensure as a psychologist and work in a variety of settings. Recent graduates have careers in clinical, research and academic settings. Graduates are experts in multicultural assessment, consultation and intervention in school mental health, hospital and private practice settings.

APPLY NOW!
Apply online at: education.uw.edu/admissions/apply-now

For assistance, contact the Office of Student Services at (206) 543-7834 or edinfo@u.washington.edu.

FINANCIAL ASSISTANCE
For information about financial support available to graduate students, including paid appointments, stipends, application procedures and deadlines, visit: education.uw.edu/admissions/funding-and-financial-aid

CORE SCHOOL PSYCHOLOGY FACULTY RESEARCH AGENDAS
Janine Jones
Research areas: culturally responsive mental health interventions; child and adolescent mental health (including social belonging and ethnic identity); racial socialization; multicultural school psychology

James Mazza
Research areas: child and adolescent mental health; depression, suicide and post-traumatic stress disorder; exposure to violence; resilience and wellness in young adults

Kristen Missall
Research areas: early literacy and numeracy in preschool children; parent engagement in home learning environments; school readiness; response to intervention service delivery models; curriculum-based measurement; data-based decision making

School Psychology Clinic
education.uw.edu/schoolpsychologyclinic

*The Ed.S. Program is approved by the National Association of School Psychologists (nasponline.org)

**The Ph.D. Program is accredited by the American Psychological Association and approved by the National Association of School Psychologists.
American Psychological Association, 750 First Street NE, Washington, DC 20002-4242 COA, 202-336-5979 (apa.org)