Program Handbook

Utica College
Psychology-Child Life Program

Table of Contents

Introduction 2
Mission 2
Psychology-Child Life Student Learning Goals 3
Major Change Into Psychology-Child Life 4
Retention Policy 5-6
Professional and Ethical Behavior Summary (Revised) (PEBS-R) 7-9
Fieldwork Requirements 10-13
Adviser/Advising Role and Function 14
Internship Coordinator Role and Function 14-15
Graduation Requirements, Regulations, and Academic Recognition 15
Professional Organizations 15-16
Scholarships 16
Graduate Schools 16

Appendices

A. Potential Fieldwork Placements
B. Program Requirements Prior to Fall 2017
C. Program Requirements Beginning Fall 2017

Revised July 31, 2018
Introduction

Welcome to Utica College and the major of Psychology-Child Life! The faculty and staff in Psychology-Child Life are looking forward to working with you over the next few years to pursue your academic career at Utica College. This is just the first step to achieving a rewarding and challenging career involving work with children and/or adolescents and their families. We have developed this handbook to be used in conjunction with your college catalog as a guide for understanding the program and college goals, requirements, rules, and regulations. Use these carefully and wisely over the next few years as you work with your adviser to ensure a timely and successful completion of your degree.

Mission

The mission of the Psychology-Child Life Program at Utica College is in keeping with the overall mission of the College, which is to provide students with an education that empowers them to make a wide variety of contributions to a diverse and rapidly changing society. Consistent with this mission and the philosophy of Utica College, the Psychology-Child Life Program is committed to the development of liberally educated graduates who have the general knowledge, skills, and attitudes necessary to empower our world’s children, adolescents, and their families. Our graduates will be future leaders in all areas of child and family programming and policy making. For this reason, the program faculty makes every effort to assist students to reach their potential in both personal and professional endeavors. In addition, members of our faculty serve as role models for students. As such, we encourage students to engage in professional development and leadership activities.

Psychology-Child Life is predicated in normal growth and development as well as in recognition of the strength of the family. Psychology-Child Life students will need to use this knowledge when working with children and families experiencing a range of stressful circumstances. The Psychology-Child Life student should strive to bring to fruition the philosophy of family-centered care, which is to empower caregivers to be and remain the most important people in their children's lives. To be an effective professional, the student will need to consider each child and family individually. The student will need to draw from his/her knowledge of growth and development, family issues, human relations skills, and cultural diversity to consider the child and family in their unique environment.

To fulfill our mission, we must ensure that our students develop the competencies necessary for working with children/adolescents and their families. We have organized an interdisciplinary major to provide the knowledge base and experiences necessary for achieving these competencies. All students receive a strong base in normal growth and development; understanding diversity; and interpersonal communication. Then, students are exposed to specialized courses regarding the psychological needs of children/adolescents and their families in stressful situations.
Psychology-Child Life Learning Goals

Program-Level Learning Goals

**Graduates will:**
- write reflectively about theory and research;
- write reflectively about the application of theory and research to practice;
- apply theory and research in practice;
- apply developmental theory in assessment and intervention for children and families;
- demonstrate a bio-psycho-social approach to providing family-centered services, and
- develop knowledge of and engage in professional behavior in settings that support children and families.

Each of the courses in the Psychology-Child Life Program contributes to some or all of the above program-level learning goals, as indicated below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Write reflectively about theory and research</th>
<th>Write reflectively about the application of theory and research to practice</th>
<th>Apply theory and research in practice</th>
<th>Apply developmental theory in assessment and intervention for children and families</th>
<th>Demonstrate a bio-psycho-social approach to providing family-centered services</th>
<th>Develop knowledge of and engage in professional behavior in settings that support children and families</th>
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<td>PCL 123</td>
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<td>PCL 214</td>
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<td><strong>PCL 323</strong></td>
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<td>PCL 373</td>
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<td>PCL 374</td>
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<td>PCL 375</td>
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<td><strong>PCL 423</strong></td>
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<td><strong>x</strong></td>
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<tr>
<td>PCL 460</td>
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</tbody>
</table>

Courses in **bold** above indicate courses in which Professional Behaviors are discussed and assessed.
Major Change into Psychology-Child Life

Current Utica College students interested in changing their major to Psychology-Child Life need to complete a change of major form in the Office of Education Preparation and Child Life. Please note, to be considered, students must meet the following guidelines:

1) Have a current GPA of 2.0 or higher
2) If they have taken Psychology 101, received a C or better in the class

Students who meet these requirements will be scheduled to meet with a Psychology-Child Life faculty member to discuss:
1) The required courses for the PCL major
2) The expected program course map and anticipated graduation date
3) Other requirements for the PCL major including course fieldwork and field experience
4) Possible career plans, to determine PCL elective coursework alignment

If the student and faculty member agree the change to Psychology-Child Life program is in the best interest for the student, the faculty member will recommend for the PCL Faculty Chair to sign the Change of Major form. The student will be assigned a PCL faculty advisor.

Please note: Students changing to the PCL major after the start of the next semester's registration period may have limited availability for major related courses.

Students who do not meet these requirements will not have the major change approved. Once these requirements are met, a student can re-submit their change of major form.
Retention Policy

Policy: Students are ultimately responsible for their academic program. All students are encouraged to read the Utica College catalog, the Psychology-Child Life Program Handbook, and be familiar with the program and College requirements. Students are responsible to know prerequisite course requirements. Prerequisites will not be waived. Although part-time study is allowed initially, students should be aware the Psychology-Child Life program is considered to be a day program. Any student who elects part-time study initially must work closely with his/her adviser to determine when he/she should enroll in PCL 460 Field Experience. The course requires 150 hours of community fieldwork, which may require coordination prior to the start of the course.

The requirements listed in this Retention Policy are designed to ensure that each student develops the competencies needed to effectively work with children and families. Please read and heed them carefully and work closely with your adviser to be sure the requirements are being met in a timely fashion. Otherwise, graduation may be delayed or dismissal from the major may occur.

1. Students are required to have a grade of "C" or higher in all major and major-related courses.

2. Students will be allowed to repeat each major and major-related course only once in order to meet this requirement. If the requirement is not met upon repeating a course, the student will be dismissed from the Psychology-Child Life major.

3. Students who are placed on academic probation by the College for two consecutive semesters will be dismissed from the Psychology-Child Life major.

4. Students must demonstrate the professional and ethical behaviors required for successful performance in the practice of childhood services as noted by department members and onsite fieldwork supervisors and in compliance with the National Association for the Education of Young Children Code of Ethical Conduct. Students are expected to maintain standards of professional behavior within their academic and fieldwork settings. See Interdisciplinary Professional & Ethical Behavior Guidelines.

5. The Psychology-Child Life department members expect intellectual honesty from all students during examinations and in the performance of written assignments. See the College catalog for the penalty for academic dishonesty. Any student who receives an “F for Cheating” will be dismissed from the Psychology-Child Life major.

6. Students are required to have a minimum cumulative college grade point average (GPA) of 2.0 in order to enroll in PCL 460 Field Experience.

II. Enrolling in PCL 460 Field Experience
1. Preparation and application for the field experience occur one full year before the course takes place. The students’ academic record will be reviewed periodically during this preparation period to determine whether or not they are continuing to meet the eligibility requirements. Students who do not meet the requirements listed below may have their coursework postponed and/or denied.

2. Each student will be reviewed and approved by the Psychology-Child Life department members. Students must demonstrate, in prior coursework, the potential to competently perform the roles and responsibilities of a professional working in the setting relevant to child- and family-centered placements.

3. In addition to academic preparation, the student's character, ethical and professional behavior will be considered. Each semester, a list of students scheduled to be engaged in the fieldwork experience course the following year will be reviewed by Psychology-Child Life department members. Each department member will be given the opportunity to express any concerns he or she might have about a particular student’s professional behavior. If there is disagreement among the department members, a meeting will be held at which time the student's record will be discussed.

4. Students must only have a maximum of 12 credits remaining of coursework remaining in order to enroll in PCL 460 Field Experience.

5. Students must meet health requirements for placement and have malpractice insurance coverage.

**Review Process**

Gaining admission into, or continuation in, pre-professional and professional programs requires that students exhibit behavior(s) appropriate to practicing in a specific profession. Evidence of moral turpitude, inappropriate behavior, failure to abide by the Student Code of Conduct, failure to abide by the relevant profession’s code of conduct, or other acts deemed unbecoming of a profession by the Administration of Utica College will result in denial of entry into a program or denial of continuation in a program. Student academic progress and professional behavior is reviewed on a semester-basis (as indicated above).

**Appeals Process**

1. If a student is dismissed from the major, or if the expected graduation date is postponed or denied, the student has the right to first appeal to the Psychology-Child Life Department. The appeal must be made in writing and should address why the student should not be held to the same standards as all other students in the major as well as extenuating circumstances that should be considered.

2. If the outcome of the appeal to the Psychology-Child Life Department is not satisfactory to the student, she/he may appeal to the Academic Standards Committee.
3. If the outcome of the appeal to the Academic Standards Committee is not satisfactory to the student, she/he may appeal to the Office of Academic Affairs.

**Professional and Ethical Behavior Summary (Revised) “PEBS-R”**

The former “Interdisciplinary Professional and Ethical Behavior Summary” has been revised and is now titled, “Professional and Ethical Behavior Summary (PEBS) Revised,” or “PEBS-R.” It will be used by the program to evaluate students at the end of each semester in designated courses.

Starting in the Spring 2018 semester, the “PEBS-R” will be administered in the following courses:

- PCL 123 Childhood Services
- PCL 323 Early Intervention
- PCL 423 Childhood Disorders
- PCL 460 Field Experience

Students will be introduced to the evaluation in PCL 123 Childhood Services in the context of professional behaviors and the Code of Ethical Responsibilities for those working with children and families.

In PCL 323 Early Intervention, students will discuss fairness of the evaluation in terms of its alignment with the Code of Ethical Conduct and Statement of Commitment of the National Association for the Education of Young Children.

In PCL 423 Childhood Disorders, students will engage in a discussion of “bias” and how the PEBS-R indicators are likely to be interpreted by professionals in various contexts.

The Psychology-Child Life Program faculty will examine evaluation results conducted in each class at the end of each semester, and if concerns are present, the faculty will require a review meeting with the student whose behavior is a cause of concern.

**Professional and Ethical Behavior Summary (Revised) “PEBS-R”**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Appearance</td>
<td>Student’s attire/grooming are consistently sloppy and/or dirty or clothing is Student’s attire/grooming are occasionally sloppy and/or dirty or clothing is Student’s attire/grooming are appropriate for the occasion and are consistent or exceed school or</td>
</tr>
<tr>
<td><strong>Discipline</strong> Standards of Ethical Knowledge of Evaluate</td>
<td><strong>Ability to Self-Evaluate</strong></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>too casual for occasion; tattoos and piercings are visible</td>
<td>too casual for occasion; tattoos and piercings are visible</td>
</tr>
<tr>
<td>Student is often late or absentee; not reliable</td>
<td>Student is sometimes late or absent; not reliable</td>
</tr>
<tr>
<td>Student has difficulty with long-range thinking and decision-making</td>
<td>Student occasionally struggles with long-range thinking and decision-making</td>
</tr>
<tr>
<td>Student demonstrates initiative in helping others and learning new ways to help/support others</td>
<td>Student demonstrates initiative in helping others and learning new ways to help/support others</td>
</tr>
<tr>
<td>Student is not trustworthy; presents questionable professional and personal ethics and integrity; displays dishonest behavior such as cheating, plagiarism, lying, or other forms of dishonest behavior</td>
<td>Student may not be trustworthy; may present questionable professional and personal ethics and integrity; dishonest behavior may be present</td>
</tr>
<tr>
<td>Student is unorganized, lacks the ability to manage time and materials, and is inefficient and ineffective</td>
<td>Student seldom manages time and materials in an efficient and effective manner</td>
</tr>
<tr>
<td>Student is lackluster in regard to helping others and learning new ways to help/support others</td>
<td>Student is lackluster in regard to helping others and learning new ways to help/support others</td>
</tr>
<tr>
<td>Student is resistant to change and adapt when necessary</td>
<td>Student is occasionally reluctant to change and adapt when necessary</td>
</tr>
<tr>
<td>Student shows pervasive lack of understanding of the ethical concerns, requirements, and expectations for supporting children and families</td>
<td>Student shows lack of understanding of the ethical concerns, requirements, and expectations for supporting children and families</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Student is unable to function in difficult emotional situations and balance both personal and professional life</td>
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</tr>
<tr>
<td>Boundary Maintenance</td>
<td>Student demonstrates lack of regard for demeanor and behavior in a variety of professional relationships, such as with other professional staff, parents, and children</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Student shows pervasive lack of regard for the cultural differences and needs of others</td>
</tr>
<tr>
<td>Open-Mindedness</td>
<td>Student shows pervasive lack of regard for other perspectives and points of view and is unwilling to listen to and respect the opinions of others</td>
</tr>
</tbody>
</table>

Evaluator comments to support scores of 1 or 2 (required):
Fieldwork

Any students completing fieldwork within the **Mohawk Valley Health System** will need to contact Michelle “Shelly” Nunno-Evans PT, DPT. She can be contacted in White Hall 229, or at 315-272-6298, or at mtnunnoe@utica.edu in order to complete training and clearance.

**Regulations and Procedures for Fieldwork Placements in Childcare Centers:**

Getting Started for PSY 321 Infancy & Childhood and/or PCL 372 Play as Curriculum

Both of these courses require the completion of 20 hours of fieldwork spread out across the semester. There are many placements available for the fieldwork (see a list of tentative placements in the Appendices), including childcare centers. Should you choose to do your fieldwork in a childcare center, as per New York State regulations, you will need to have a health clearance and a background check through approved fingerprinting services.

**Health Clearance Procedure**

For the health clearance, the **New York State Office of Children and Family Services Staff, Volunteer, and Household Member Medical Statement Child Day Care Programs** form must be completed (see Forms on PCL website). The health clearance* can be completed prior to returning to Utica College by your primary physician or can be done when you return to Utica College through the Student Health Center at Utica College.

*Note that the health clearance requires an up-to-date Tuberculin Test.

If your primary physician completes this form, please have a copy placed on file at the Utica College Student Health Center and have a copy to bring to the childcare center where you will do the fieldwork. You can also upload information to your Student Health Portal at the Utica College Student Health Center.

If you choose to have the form completed at the Student Health Center at Utica College you must:

1. Have the Tuberculin Test done in the first week of September (for Fall semesters) or first week of February (Spring semesters), which is a free service, and

2. Schedule and follow-through with an appointment for a physical, which requires a $60.00 fee. You will also complete a Medical Release form at the Student Health Center. You can contact the Student Health Center at: (315) 792-3094 or health@utica.edu.

**Fingerprinting Procedure**

Fingerprinting cannot be done until you choose a childcare center for your fieldwork. For this you will need to complete the **New York State Children and Family Services Request for NYS Fingerprinting Services Information Form** (see Forms on PCL website). To set up an appointment for fingerprinting you will need the childcare facility ID number (which the childcare director should place on the form for you). Then you can go online to set up an
appointment for fingerprinting (see the form on the website called Guidelines for Fingerprinting).

Locally, there are places in Oneida, Rome, and Syracuse where the fingerprinting can be done. Please note: according to New York State regulations once you have been fingerprinted you can begin your fieldwork under supervision while waiting for the report to be received.

Also, if you have already been fingerprinted through this process you do not need to be fingerprinted again. Let the childcare director know so that he/she can contact the licensing agent to confirm that you have been cleared to work.

Since these above processes take time, if you are planning to work in a childcare center it is important to make arrangements with the center as soon as classes begin (or before) so that you have enough time to complete your hours before the end of the semester. If you have any questions please contact: Professor Racioppa- mjraciop@utica.edu

For placements at: Utica City Schools, New Hartford School District, Rome City Schools, or Madison-Oneida BOCES, please contact Dick Moon at x3235 in the Utica College Office of Educator Preparation.

You can also seek assistance from the Utica College Office of Career Services, 206 Strebel Student Center. Contact: Halina A. Lotyczewski, 792-3087

You can also check the following website; focus on agencies that work with children from birth to 11 years of age: http://www.utica.edu/student/career/cs/volunteerfair.cfm

Practicum
For students who entered prior to Fall 2017

Listed below are the requested academic credits and academic requirements for a Psychology-Child Life Practicum experience (for students who entered prior to Fall 2017, only):

- Practicum students earn 2 credits for successful completion of their practicum following the required practicum experience (PCL 272L Community Practicum Hours) and then the credit-bearing course (PCL 272 Community Practicum Seminar) in the following semester.
- Practicum students are required to complete a minimum of 100 hours of hands-on work with children and families over the course of the summer semester. We will work with students to adjust requirements to align with the site’s length and hour requirement as needed.
- Practicum students are required to take daily notes. The notes requirements are discussed prior to practicum and students are given a copy of guidelines for their reference.
- Practicum students write and plan 10 goals prior to starting their practicum experience.
- Practicum students are required to complete the following assignments:
  - Parent-Child Observation
Prior to PCL 272L Community Practicum Hours

Completed paperwork is required prior to starting practicum hours. The following forms are located on the UC website for the Psychology-Child Life program:

- Fieldwork Inquiry Form
- Fieldwork agreement
- Goals for Community Fieldwork

Pay close attention to application dates! Some practicum sites have application deadlines that begin in January.

Suggested timeline:

December 15th - Identify three (3) possible sites to obtain Practicum hours - Begin applications and interviews for the sites if you have not done so already

March 20th - Child Life Specialist Students - Most hospital sites have deadlines that do not exceed this day

April 1st - Have the signed and completed fieldwork agreement returned to DeAnna Bay, Internship Coordinator: dlbay@utica.edu.

During PCL 272 Community Practicum Seminar

Completed paperwork is required during the Seminar for your practicum hours. The following forms are located on the UC website for the Psychology-Child Life program:

- Parent-Child Observation*
- Child Life Activity/Plan*
- Developmental Assessment*
- Fieldwork Evaluation (completed by your site supervisor through College Livetext)

* These documents will be reviewed, collected, and analyzed during PCL 272
Psychology-Child Life Internship
For students who entered prior to Fall 2017

**Internship Hours**

The internship experience is designed to incorporate academic work with clinical experiences.

At this point in the program, students should have accumulated many fieldwork experiences in and out of the classroom.

The experiences for students in the Child Life Specialist concentration should have followed the CLC’s recommended guidelines of a minimum of 100 hours working with healthy children and 100 hours working with children undergoing medical experiences.

- Considering the highly competitive nature of the Child Life Specialist internships, it is strongly encouraged that the students work to exceed the minimum hour requirements of working with children.

The Psychology-Child Life Internship (PCL 475) is completed in the students’ last semester of their senior year, which will be either in the spring or fall semester. These experiences for Spring 2016 student were fourteen weeks long, totaling 560 hours, for which the student earned 12 credit hours.

*Any students completing an internship Fall 2016 or after will be completing an internship fifteen weeks long, totaling 600 hours, for which the student will earn 12 credit hours.*

Students are required to register and pass the pre-internship classes, PCL 471 and 472, at least one year prior to their internship. See your adviser to schedule.

**Supervision, Evaluation, and Grading**

Students completing their internships will be supervised by an on-site supervisor from the facility where they have been accepted, as well as by a college supervisor from the Psychology-Child Life Department. The site supervisor and the college supervisor will discuss the student’s progress at the beginning, midterm, and end of the semester. There may also be other times the student’s progress will be discussed by the site supervisor, student, and/or college supervisor as deemed necessary. The grade for internship is based on evaluations completed by the site supervisor, journals graded by the college supervisor, successful completion of student learning goals (which will have been previously approved), and the satisfactory completion of an internship project. A minimum of a C is required to receive a passing grade for PCL 475, Psychology-Child Life Internship.
Adviser/Advisee Role and Function

Your adviser will be assigned to you shortly after you are accepted into the program. You should expect to have the same adviser throughout your program. In order to make best use of your adviser, see her/him often. You will also be assigned a success coach from the Center of Student Success. The Success Coach are available for guidance with course requirements, scheduling, and general questions regarding the college's academic requirements. In addition, the administrative assistants for the School of Health Professions and Education offices will also be available to assist you when needed. Come in and introduce yourself during the first weeks of your first semester on campus and check in several times during the semester. Your adviser can even help with other problems unrelated to the Psychology-Child Life Program.

The faculty advisers will:

1) Assist the student in developing his/her course load for registration.
2) Be available to meet periodically with the student regarding the advisees’ academic status and future career goals.
3) Discuss and assist with academic or related problems, making appropriate referrals for additional guidance and/or counseling.

The student advisee should:

1) Identify and contact the adviser shortly after you arrive on campus.
2) Discuss and confirm course selection for each semester during the registration process with your adviser.
3) Be familiar with and periodically run a Banner Degree Evaluation.
4) Contact your adviser periodically during the semester relative to academic progress. Notify your adviser as soon as academic difficulties arise. Do not wait until the end of the semester, because it may be too late to seek adequate assistance.
5) Discuss any problems that may potentially hamper your academic progress. If your adviser is unable to assist you directly, he/she will refer you to an appropriate source.

Internship Coordinator Role and Function

Please make sure you also meet and communicate frequently with DeAnna Bay, Internship Coordinator for the PCL department. DeAnna is available for guidance, direction, and requirements of fieldwork courses (PCL 272, PCL 460, and PCL 475). Although you, as the student, are ultimately responsible for securing your fieldwork placement, the Internship Coordinator works to make sure accessibility to all fieldwork opportunities, contractual obligations, and instruction for course content is available. Please also be on the lookout in your email for important correspondence from the Internship Coordinator regarding information for mandatory meetings, deadlines, and fieldwork opportunities. DeAnna’s email is dlbay@utica.edu.

Additionally, be sure to stop by and get to know the entire Psychology-Child Life faculty. We have different interest areas and areas of expertise as well as different personal styles that we
hope will contribute to your learning experiences. We are aiming to foster strong relationships with students throughout their academic and professional careers.

Graduation Requirements, Regulations, and Academic Recognition

Please check your college catalog for graduation requirements and rules regarding Academic Recognition. Academic Recognition includes the Dean’s Honor and High Honor Lists, and Graduation Honors. Utica College also has an Honors Program, General College Honors and Major Honors. Also, check with the Registrar’s and Business offices for all regulations regarding graduation. There are rules regarding minimum GPA, number of credits to be earned in residency, completion of writing intensive courses, recommendation by the faculty, as well as others. Students must have paid or satisfactory adjusted all debts due to the college before graduation. Certain forms must be filed prior to graduation.

Professional Organizations

You are strongly encouraged to become a student member of the following professional organizations:

Child Life Specialists: Association of Child Life Professionals- www.childlife.org

Child Studies: Association for the Education of Young Children- www.naeyc.org

Through these organizations, you will receive professional journals, opportunities to attend conferences, and network with professionals; and information about certification and career opportunities. We also encourage you to become involved in the local affiliates of these organizations. Prospective employers will expect that you will have been involved in professional organizations.

Psychology-Child Life Society

The Utica College Psychology-Child Life Society is composed of students who show a strong commitment to supporting children and families. The purpose of the club is to gain valuable experience through collaboration with club members, professionals, and the community. The goal of the club is to increase community awareness of issues that are relevant to children and families.

Other

Check the college catalog for other student organizations. In addition to fieldwork for your courses, there are many other opportunities to work in the field either through volunteer work, cooperative education, or paid employment.
Scholarships

Home Bureau Scholarship

The Home Bureau Scholarship was initiated by Mrs. Joan Lyons Romano in 1989. Mrs. Romano chose Utica College because her husband was in the college’s first graduating class, and a sister-in-law and two nephews are also alumni. She chose the Psychology-Child Life major because the hospitalization of one of her own children made her realize the importance of helping families cope with health care experiences. Each year a Psychology-Child Life major who has outstanding promise is selected by a committee of representatives from the Home Bureau as a recipient of the award.

Other Scholarship Opportunities

A number of other scholarship/grant opportunities exist. Interested students should check the College catalogue and see Student Financial Services for more detailed information.

Graduate Schools

You will find that you will be well prepared for graduate school in diverse areas of study. Graduates of the Psychology-Child Life major have pursued advanced study in: psychology, education, social work, law, medicine, and related fields. For more information talk to your adviser, the Internship Coordinator, other faculty, professionals in the field, alumni, and the counselors in Career Services. Students who plan to pursue graduate study should be familiar with the admissions requirements of graduate schools, such as GPA requirements and admissions testing.
### Local Potential Fieldwork Placements & Contacts

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Contact Person</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Tree Preschool</td>
<td>8595 Westmoreland Road, Whitesboro, NY 13492</td>
<td></td>
<td>315-736-7952</td>
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</tr>
<tr>
<td>Boy Scouts of America-Revolutionary Trails Council</td>
<td>1401 Genesee Street, Utica, NY 13501</td>
<td></td>
<td>315-735-4437 ext. 216</td>
<td></td>
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<tr>
<td>Clinton Early Learning Center</td>
<td>198 College Hill Rd., Clinton, NY 13323</td>
<td></td>
<td>(315) 557-2340</td>
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<tr>
<td>Court Street Children’s Center</td>
<td>415 Court Street, Utica, NY 13502</td>
<td></td>
<td>315-731-1722</td>
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<tr>
<td>Eastern Star Day Care Center</td>
<td>8280 Route 69, Oriskany, NY 13424</td>
<td></td>
<td>315-736-0687</td>
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<tr>
<td>Young Einsteins</td>
<td></td>
<td></td>
<td></td>
<td>Maria Lallier</td>
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<td></td>
<td></td>
<td></td>
<td>315-530-3963</td>
</tr>
<tr>
<td>Family Nursery School</td>
<td>105 Genesee St., New Hartford, NY 13413</td>
<td></td>
<td>315-733-7554</td>
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<tr>
<td>First Nursery School</td>
<td>1605 Genesee St. #1, Utica, NY 13501</td>
<td></td>
<td>315-797-6523</td>
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<tr>
<td>Genesee Street Children’s Center</td>
<td></td>
<td></td>
<td></td>
<td>Alison Mundschenk</td>
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<td><a href="mailto:directorgscc@gmail.com">directorgscc@gmail.com</a></td>
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<td>315-792-3951</td>
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<tr>
<td>Girl Scouts of NYPENN Pathways</td>
<td>600 French Rd, New Hartford, NY 13413</td>
<td></td>
<td>315-733-2391 ext. 2119</td>
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<tr>
<td>Half Pint Academy</td>
<td>7829 State Route 5, Clinton, NY 13323</td>
<td>Kathleen Lloyd</td>
<td>315-853-3612</td>
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<tr>
<td>Herkimer County BOCES Pre-K</td>
<td>VanHornsville, NY 13475</td>
<td></td>
<td>315-858-2221</td>
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<tr>
<td>Jewish Community Center</td>
<td>2310 Oneida Street, Utica, NY 13501</td>
<td></td>
<td>315-733-2343</td>
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<tr>
<td>Junior Junction @ St. Elizabeth’s Medical Center</td>
<td>2215 Genesee Street, Utica, NY 13501</td>
<td>Lori Geer</td>
<td>315-734-3017</td>
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<tr>
<td>Lollypop Nursery School</td>
<td>1134 Pleasant St., Utica, NY</td>
<td></td>
<td>315-733-4421</td>
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<tr>
<td>Masonic Care Community Day Care</td>
<td>2150 Bleecker Street, Utica, NY 13501</td>
<td></td>
<td>315-798-4748</td>
<td></td>
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<tr>
<td>(The) Neighborhood Center</td>
<td>615 Mary St., Utica, NY 13501</td>
<td></td>
<td>315-272-2760</td>
<td></td>
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<tr>
<td>Mohawk Valley Community Action, Inc.</td>
<td>Notre Dame Elementary School and Pre-K Montessori Program</td>
<td></td>
<td>315-734-3017</td>
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<tr>
<td>Oneida Area Day Care Center</td>
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<tr>
<td><strong>Head Start/Early Head Start</strong>&lt;br&gt;Utica Head Start&lt;br&gt;315-624-9930&lt;br&gt;Cassie Latella, ext. 2811&lt;br&gt;Amanda Spink, ext. 2923</td>
<td>315-732-4374&lt;br&gt;Herkimer Head Start&lt;br&gt;315-866-7688</td>
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<tr>
<td><strong>Pleasant Street School House</strong>&lt;br&gt;1134 Pleasant St.&lt;br&gt;Utica, NY 13501&lt;br&gt;315-733-2025</td>
<td>Sitrin Child Care Center&lt;br&gt;3 Kavoc Rd.&lt;br&gt;New Hartford, NY 13413&lt;br&gt;315-733-1900</td>
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<tr>
<td><strong>Tree House After School Program</strong>&lt;br&gt;8595 Westmoreland Road,&lt;br&gt;Whitesboro, NY 13492&lt;br&gt;Robin Wiginton&lt;br&gt;315-768-6712</td>
<td>Upstate Cerebral Palsy-&lt;br&gt;Heather Arcuri&lt;br&gt;315-533-1150; 315-797-4080&lt;br&gt;New Discoveries&lt;br&gt;Scott Tanner&lt;br&gt;<a href="mailto:Scott.Tanner@upstatecp.org">Scott.Tanner@upstatecp.org</a>&lt;br&gt;Michelle Brown&lt;br&gt;<a href="mailto:michelle.brown@upstatecp.org">michelle.brown@upstatecp.org</a>&lt;br&gt;Tradewinds United Cerebral Palsy&lt;br&gt;Tara Hyatt&lt;br&gt;<a href="mailto:tara.hyatt@upstatecp.org">tara.hyatt@upstatecp.org</a></td>
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<tr>
<td><strong>Kelberman Center- Promise Preschool</strong>&lt;br&gt;Nicole Parkhurst&lt;br&gt;Nicole.Parkhurst@kelberman&lt;br&gt;center.org</td>
<td>Mohawk Valley Psychiatric Center- Education Department&lt;br&gt;Laure Bay&lt;br&gt;<a href="mailto:Laura.Bay@omh.ny.gov">Laura.Bay@omh.ny.gov</a></td>
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<td><strong>Oneida, NY 13421</strong>&lt;br&gt;315-363-0080</td>
<td>Little Falls Head Start&lt;br&gt;315-823-1762</td>
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<tr>
<td><strong>Thea Bowman House</strong>&lt;br&gt;731 Lafayette St&lt;br&gt;Utica, NY 13502&lt;br&gt;Rita Stefanski&lt;br&gt;<a href="mailto:rita@theabowmanhouse.org">rita@theabowmanhouse.org</a>&lt;br&gt;Jane Domingue&lt;br&gt;<a href="mailto:jane@theabowmanhouse.org">jane@theabowmanhouse.org</a></td>
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<tr>
<td><strong>Upstate Cerebral Palsy</strong>&lt;br&gt;Heather Arcuri&lt;br&gt;315-533-1150; 315-797-4080&lt;br&gt;New Discoveries&lt;br&gt;Scott Tanner&lt;br&gt;<a href="mailto:Scott.Tanner@upstatecp.org">Scott.Tanner@upstatecp.org</a>&lt;br&gt;Michelle Brown&lt;br&gt;<a href="mailto:michelle.brown@upstatecp.org">michelle.brown@upstatecp.org</a>&lt;br&gt;Tradewinds United Cerebral Palsy&lt;br&gt;Tara Hyatt&lt;br&gt;<a href="mailto:tara.hyatt@upstatecp.org">tara.hyatt@upstatecp.org</a></td>
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<tr>
<td><strong>Town of New Hartford</strong>&lt;br&gt;Department of Parks and Recreation&lt;br&gt;John Cunningham&lt;br&gt;<a href="mailto:nhcoach24@gmail.com">nhcoach24@gmail.com</a>&lt;br&gt;315-797-4787</td>
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<tr>
<td><strong>Kelberman Center- Promise Preschool</strong>&lt;br&gt;Nicole Parkhurst&lt;br&gt;Nicole.Parkhurst@kelberman&lt;br&gt;center.org</td>
<td>Mohawk Valley Psychiatric Center- Education Department&lt;br&gt;Laure Bay&lt;br&gt;<a href="mailto:Laura.Bay@omh.ny.gov">Laura.Bay@omh.ny.gov</a></td>
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<td><strong>Kids Oneida</strong>&lt;br&gt;<a href="http://www.kidsoneid.org/career-opportunities/internship-opportunities/">http://www.kidsoneid.org/career-opportunities/internship-opportunities/</a>&lt;br&gt;<a href="mailto:internships@kidsoneid.org">internships@kidsoneid.org</a></td>
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For fieldwork placements at Utica City Schools, New Hartford School District, Rome City Schools, or Madison-Oneida BOCES, please contact Dick Moon at x3235 in the Utica College Office of Educator Preparation.
Please contact and/or make an appointment with DeAnna Bay, PCL Fieldwork Coordinator to discuss any opportunities, questions, and/or concerns at dlbay@utica.edu

You can also seek assistance for professional development from the Utica College Office of Career Services (206 Strebel Student Center)
Contact: Halina A. Lotyczewski, 792-3087

You can also check the following website; focus on agencies that work with children from birth to 11 years of age
http://www.utica.edu/student/career/cs/volunteerfair.cfm
# Program Requirements Prior to Fall 2017

## I. Written Communication (6 credits)
- ENG 101
- ENG 102

## II. Oral Communication (3 credits)
- CMM 101
- CMM 103
- THE 136

## III. Foreign Language (6 credits)
- LEVEL 1
- LEVEL 2
- EXEMPT L1
- EXEMPT L2

## IV. Quantitative Reasoning (6 credits)
(Pick 2 courses)
- ENC 241
- MAT 131
- MAT 124
- MAT 143
- MAT 107
- MAT 151
- MAT 112
- MAT 201
- PSY/SOC 211
- MAT 100

## V. Computer Use (3 credits)
- CSC 117
- CSC 118
- EXEMPT

## VI. Humanities (9 credits, 1 course in each category)

### LITERATURE (3 credits)
- ENG 135
- ENG 246
- ENG 145
- ENG 195
- LIT 205
- ENG 295
- ENG 245
- LIT 206
- ENG 296

### FINE, VISUAL, PERFORMING ARTS (3 credits)
- FIA 115
- MUS 245
- FIA 245
- MUS 246
- FIA 246
- THE 115
- MUS 115

### PHILOSOPHY/SEMIOISTIC SYSTEMS (3 credits)
- ENG 103
- PHI 205
- PHI 101
- PHI 206
- PHI 103
- PHI 107
- PHI 104
- PHI 108

## VII. Natural Science (7-8 credits)
(Pick from 2 categories; one with a lab)
- BIO 101
- BIO 102
- BIO 111/111L
- BIO 112/PSY 207
- BIO 211
- CHE 103
- CHE 105
- CHE 211
- ENV 201
- GOL 105
- GOL 115
- GOL 225
- GOL 226
- HPS 126
- PHY 116
- PHY 123
- PHY 151
- PHY 163
- PHY 261

## VIII. Social Science
(9 credits, 1 course in each category, one “D” diversity)

### HISTORY & HERITAGE (3 credits)
- ANT 251(D)
- HIS 135(D)
- HIS 125
- HIS 145(D)
- HIS 126
- HIS 165(D)
- HIS 127

### SOCIAL INSTITUTIONS (3 credits)
- ECN 141
- GOV 101
- IST 101(D)
- GOV 161(D)
- CMM 181

### INDIVIDUAL, CULTURE, SOCIETY (3 credits)
- ANT 101(D)
- PSY 101
- SOC 151(D)

## MAJOR COURSE REQUIREMENTS
- PSY 101

INTRODUCTION TO PSYCHOLOGY
<table>
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<tr>
<th>Course Code</th>
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<td>PCL 123</td>
<td>Childhood Services</td>
<td>1</td>
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<tr>
<td>PCL 214</td>
<td>Developmental Research Methods</td>
<td>3</td>
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<tr>
<td>PSY 256</td>
<td>Principles of Behavior Change</td>
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<td>PCL 272L</td>
<td>Community Practicum Laboratory</td>
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<td>PCL 272</td>
<td>Community Practicum Seminar</td>
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<td>PSY 321</td>
<td>Infancy &amp; Childhood *20 hours fieldwork</td>
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<tr>
<td>PCL 323</td>
<td>Early Intervention</td>
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<td>PSY 322</td>
<td>Adolescence *20 hours fieldwork</td>
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<tr>
<td>PSY 366</td>
<td>Individuals with Disabilities *20 hours fieldwork</td>
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<tr>
<td>PCL 373</td>
<td>Play in Development II: Ages 8-21 *20 hours fieldwork</td>
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<tr>
<td>PCL 374</td>
<td>The Helping Relationship</td>
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**Total** 30

**Major Related Course Requirements**

Choose 1 of the following:

- PSY 237 Group Dynamics or

- PSY 276 Addictions Counseling or

- SOC 233 The Family

Choose 1 of the following:

- ANT 415 Cultures, Health & Healing or

- SOC 252 Race & Ethnicity or

- CMM 325 Intercultural Communication

Choose 1 of the following:

- EDU 314 Children’s Literature or

- CRJ 221 Issues in Juvenile Justice

**Total** 9

**Major Related Concentration**

**Child Studies Concentration**

- PCL 377 Families, Stress, and Coping

- PCL 423 Childhood Disorders

- PSY 311 Psychological Assessment & Testing

- PSY 311 L Lab in Psychological Assessment & Testing 1

- PCL 471 Introduction to Child Life Internship I 1

- PCL 472 Introduction to Child Life Internship II 1

- PCL 475 Child Life Internship 12

**Total** 24

*Students must have 120 credits to graduate.*
Program Requirements Beginning Fall 2017

I. Written Communication (6 credits)
   ___ ENG 101 ___ ENG 100
   ___ ENG 102

II. Oral Communication (3 credits)
   ___ CMM 101
   ___ CMM 103
   ___ THE 136

III. Foreign Language (6 credits)
   ___ LEVEL 1 (______)
   ___ LEVEL 2 (______)
   ___ EXEMPT L1: (______)
   ___ EXEMPT L2: (______)

IV. Quantitative Reasoning (6 credits)
    (Pick 2 courses)
   ___ ENC 241* ___ MAT 131
   ___ MAT 124 ___ MAT 143
   ___ MAT 107 ___ MAT 151
   ___ MAT 112* ___ MAT 201
   ___ PSY/SOC 211* ___ MAT 100

V. Computer Use (3 credits)
   ___ CSC 117
   ___ CSC 118
   ___ EXEMPT

VI. Humanities (9 credits, 1 course in each category)
    LITERATURE (3 credits)
    ___ ENG 135 ___ ENG 246 ___ ENG 145
    ___ ENG 195 ___ LIT 205 ___ ENG 295
    ___ ENG 245 ___ LIT 206 ___ ENG 296

    FINE, VISUAL, PERFORMING ARTS (3 credits)
    ___ FIA 115 ___ MUS 245
    ___ FIA 245 ___ MUS 246
    ___ FIA 246 ___ THE 115
    ___ MUS 115

    PHILOSOPHY/SEMIOISTIC SYSTEMS (3 credits)
    ___ ENG 103 ___ PHI 205
    ___ PHI 101 ___ PHI 206
    ___ PHI 103 ___ PHI 107
    ___ PHI 104 ___ PHI 108

VII. Natural Science (7-8 credits)
    (Pick from 2 categories; one with a lab)
    ___ BIO 101 & ___ BIO 102 (8)
    ___ BIO 111/111L (3-4) ___ BIO 113
    ___ BIO 112/PSY 207 ___ BIO 211 (4)
    ___ CHE 103 ___ CHE 105(3/4) ___ CHE 211(4)
    ___ ENV 201
    ___ GOL 105(3/4) ___ GOL 115
    ___ GOL 225 (4) ___ GOL 226 (4)
    ___ HPS 126 ___ PHY 116 (4)
    ___ PHY 123 ___ PHY 151 (4)
    ___ PHY 163 ___ PHY 261 (4)

VIII. Social Science
    (9 credits, 1 course in each category, one "D" diversity course)
    HISTORY & HERITAGE (3 credits)
    ___ ANT 251(D) ___ HIS 135 (D)
    ___ HIS 125 ___ HIS 145 (D)
    ___ HIS 126 ___ HIS 165 (D)
    ___ HIS 127

    SOCIAL INSTITUTIONS (3 credits)
    ___ ECN 141 ___ GOV 101
    ___ IST 101 (D) ___ GOV 161(D) ___ CMM 181

    INDIVIDUAL, CULTURE, SOCIETY (3 credits)
    ___ ANT 101 (D) ___ PSY 101 ___ SOC 151 (D)
MAJOR COURSE REQUIREMENTS

__PSY 101__  INTRODUCTION TO PSYCHOLOGY  3
__PCL 123__  CHILDHOOD SERVICES  1

__BIO 103__  BASIC HUMAN ANATOMY & PHYSIOLOGY  5
__PCL 214__  DEVELOPMENTAL RESEARCH METHODS  3
__PSY 256__  PRINCIPLES OF BEHAVIOR CHANGE  3
__PSY 321__  INFANCY & CHILDHOOD  *20 hours fieldwork*  3

__PSY 311__  PSYCHOLOGICAL ASSESSMENT & TESTING  3
__PSY 311 L__  LAB IN PSYCHOLOGICAL ASSESSMENT & TESTING  1
__EDU 314__  CHILDREN’S LITERATURE  3
__PCL 323__  EARLY INTERVENTION  3
__PSY 322__  ADOLESCENCE  *20 hours fieldwork*  3
__PSY 366__  INDIVIDUALS WITH DISABILITIES  *20 hours fieldwork*  3
__PCL 372__  PLAY IN DEVELOPMENT I: BIRTH-AGE 8 *20 hours fieldwork*  3
__PCL 373__  PLAY IN DEVELOPMENT II: AGES 8-21 *20 hours fieldwork*  3
__PCL 374__  THE HELPING RELATIONSHIP  3
__PCL 375__  DEATH, DYING AND BEREAVEMENT  3
__PCL 377__  FAMILIES, STRESS AND COPING  3

__PCL 423__  CHILDHOOD DISORDERS  3
__PCL 460__  FIELD EXPERIENCE  3

TOTAL  55

ELECTIVE SEQUENCE*

9 Credit Hours

The elective sequence is a minimum of 9 credit hours of related coursework approved by the student’s advisor.

Courses used in this sequence may not be used to fulfill Core requirements.

Completion of a double major, a minor, or an education program for teacher certification fulfills this requirement.

1. __________________________________________
2. __________________________________________
3. __________________________________________

*Students must have 120 credits to graduate.*