

# Callen E. Fishman

University at Albany, State University of New York  
1400 Washington Avenue, 250 Catskill Building, Albany, NY 12222  
Cfishman@albany.edu | (518) 542-5164

---

## EDUCATION

### **University at Albany, State University of New York**

Doctorate of Psychology in School Psychology, APA Accredited Program, May 2011

Dissertation: Motivations for Involvement: An Empirical Test of Parents of Students with Disabilities

Certificate of Advanced Study in School Psychology, NASP Accredited Program, August 2010

Master of Science in Educational Psychology and Methodology, May 2008

### **Villanova University, Villanova, Pennsylvania**

Bachelor of Arts, Honors Program, May 2005

Major: Human Services; Minors: Psychology and Sociology

Certificate: Honors Program Sequence in Liberal Studies

## CREDENTIALS

New York State Licensed Psychologist (#019882)

Nationally Certified School Psychologist (#40652)

---

## CURRENT POSITIONS

8/15-Present **Clinical Assistant Professor of School Psychology**

8/15-Present **Director of Field Training**

5/22-Present **Division Director**

Division of School Psychology (APA & NASP Accredited), Department of Educational and Counseling Psychology, School of Education

University at Albany, State University of New York, Albany, NY

2/21-Present **External Disability Accommodations Reviewer**

The Graduate Management Admission Council, Fairfax, Virginia

---

## PREVIOUS POSITIONS

5/21-5/22 **CAS and PsyD Program Director**

Division of School Psychology (APA & NASP Accredited)

Department of Educational and Counseling Psychology, School of Education

University at Albany, State University of New York, Albany, NY

1/13-8/15 **Psychiatric Examiner**

Division of Forensics

New York State Office of Mental Health, Albany, NY

8/11-1/13      **Assistant Professor of School Psychology**  
Division of School Psychology, Department of Counseling and School Psychology,  
School of Graduate and Continuing Studies  
Alfred University, Alfred, NY

7/10-7/11      **Pre-Doctoral Psychology Intern**  
Community Based Services  
St. Anne Institute, Albany, NY

---

## **SUPERVISION EXPERIENCE**

2015-Present      **Graduate Field Experiences and Related Courses**

- Practicum in School Psychology (420 field hours)
- CAS Internship in School Psychology (1,200 field hours)

2022-Present      **Graduate Teaching Supervision and Mentorship**

- Supervise 3 teaching assistants for the Practicum in School Psychology course as they develop skills and experience in clinical supervision

2015-2022      **Primary Supervisor**

- Supervised a 3<sup>rd</sup> year doctoral student assigned to UAlbany/the Practicum in School Psychology course for their advanced field placement (750 hours)
- 

## **TEACHING EXPERIENCE**

### **Graduate Courses**

- Social Psychology: Foundations in Professional Psychology
- School Crisis Preparedness and Intervention
- Psychoeducational Intervention III: Child/Adolescent Psychotherapy
- Psychoeducational Assessment III: Behavioral and Social-Emotional
- Advanced Developmental Psychology
- Human Development
- Foundations of Interpersonal Effectiveness
- Psychotherapy and Behavior Change

### **Undergraduate Courses**

- Positive Youth Development
  - Child Interventions
  - Child Psychopathology
  - Developmental Psychology
- 

## **TEACHING TRAININGS & WORKSHOPS**

2024      Exploring the Potential of AI for Higher Education

2024      Benchwork Session: Keep Your Students from Cheating with AI on Your Final Assessment

2017      Course Design Academy on Backward Course Design (two full day workshops)

- 2016 Instructional Leadership Academy on Team Based Learning (two full day workshops)
- 2016 Teaching for Critical Thinking and Deep Engagement (two 90-minute workshops)

## PROFESSIONAL PUBLICATIONS

- Monahan, K., Newman, D., Shernoff, E., Kelly, K., Theis, L., Jacobs, D. Tabori, A., & Fishman, C. (2024). Supervisees' perspectives on school psychology internship supervision. Manuscript submitted for publication.
- Newman, D. S., Monahan, K., Liu, Y., Kostelnik, C., Thies, L., & Wilson, M. (2020). A look at national practicum experiences to inform future directions. *Trainers' Forum*.
- Newman, D. S., Monahan, K., Liu, Y., Kostelnik, C., Thies, L., & Wilson, M. (2020). Supervision of school psychology practicum experiences: Recommendations for supervisors and supervisees. *Communiqué*, 48(6), 29-30.
- Mulligan, C. A., Ayoub, J., & Kostelnik, C. E. (2016). *Sexually harmful youth: Successful reintegration to school*. Springer.
- Fishman, C. E., & Nickerson, A. B. (2015). Motivations for involvement: A preliminary investigation of parents of students with disabilities. *Journal of Child and Family Studies*, 24, 523-535.
- Nickerson, A. B., & Fishman, C. E. (2013). Promoting mental health and resilience through strength-based assessment in US schools. *Educational and Child Psychology*, 30, 7-17.
- Nickerson, A. B., & Fishman, C. (2009). Convergent, divergent, and predictive validity of the Devereux Elementary Student Strength Assessment. *School Psychology Quarterly*, 24, 48-59.

## PROFESSIONAL PRESENTATIONS

- Newman, D. S., Monahan, K., Liu, Y., Kostelnik, C., Thies, L., & Wilson, M. (2019, March). A review of national practicum experiences to inform future discussions. Paper session presented at the meeting of the National Association of School Psychologists, Atlanta, Georgia.
- Aguilar, R., Doss, A., & Kostelnik, C. (2018, February). Work smarter not harder using backward course design. Poster presented at the annual meeting of the Trainers of School Psychologists (TSP), Chicago, IN.
- Kundert, D. K., & Kostelnik, C. E. (2018, February). Developing systematic case conceptualization and effective communication skills: A programmed text approach for school psychology trainees. Poster presented at the annual meeting of the Trainers of School Psychologists (TSP), Chicago, IN.
- Teufel, K. A., Kostelnik, C. E., & Schweiger, E. M. (2017, August). Synthesize with success: Convergent evidence scaling to interpret intervention data. Poster session presented at the annual meeting of the American Psychological Association, Washington, DC.
- Teufel, K. A., & Kostelnik, C. E. (2017, February). Create intervention targets and progress monitor with goal attainment scaling. Paper session presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

- Teufel, K. A., & Kostelnik, C. E. (2016, November). Get more bang for your buck by adding structure to your group supervision. Paper session presented at the annual meeting of the New York Association of School Psychologists, Rochester, NY.
- Fishman, C., & Nickerson, A. B. (2012). The involvement practices of parents of students with disabilities. Paper presented at the National Association of School Psychologists 2012 Annual Convention.
- Fishman, C., & Ryan, M. (2012). How to implement a strength-based treatment approach with sexual behavior problems. Workshop presented at the New York State Association for the Treatment of Sexual Abusers 2012 Conference.
- Fishman, C., & Nickerson, A. B. (2012). The involvement practices of parents of students with disabilities. Paper presented at the National Association of School Psychologists 2012 Annual Convention.
- Nickerson, A. B., & Fishman, C. (2010). A review of strength-based assessment measures. Paper presented at the National Association of School Psychologists 2010 Annual Convention.
- Nickerson, A. B., & Fishman, C. E. (2008, August). The Devereux Elementary Student Strength Assessment: Convergent and divergent validity. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.
- 

## **INVITED PRESENTATIONS**

- Fishman, C. (2024). School psychology informational session. Invited presentation at Maple Hill HS/Schodack Child Psychology Class, Schodack, NY.
- Fishman, C. (2024). School psychology informational session. Invited presentation for St. Francis College CSTEP Scholars. University at Albany, Albany, NY.
- Kostelnik, C. & Schlossberg, R. (2018). Fostering positive change with motivational interviewing. Invited presentation at Germantown School District, Germantown, NY.
- Kostelnik, C. & Schlossberg, R. (2018). Fostering positive behavioral change in students. Invited presentation at the Superintendents Success Network, Questar BOCES, Castleton, NY.
- Kundert, D. & Kostelnik, C. (2016). Mental health in schools: Anxiety. Invited presentation at the Superintendents Success Network, Questar BOCES, Castleton, NY.
- 

## **DISSERTATION COMMITTEE MEMBER**

- |      |   |
|------|---|
| 2025 | Parks, S. J. <i>The effects of mindfulness on physical pain in children and adolescents: A systematic review.</i>   |
| 2024 | Silva, A. D. <i>Online learning and mathematics achievement amount students with disabilities, English language learners, and impoverished students: A systematic review.</i> |
| 2024 | Olson, L. <i>School-based grief interventions for childhood bereavement: A systematic review.</i>   |

2023	Blass, J. <i>The burnout crisis in education: A systematic review of interventions to ameliorate burnout and promote self-care in school-based professionals.</i>
2020	Chung, H. <i>Effects of the helping early literacy with practice strategies (HELPS) program on reading fluency with English language learners.</i>
2019	Sinisi, B. <i>A comparison of three tablet-based sight word flashcard interventions.</i>
2019	Aguilar, R. <i>Predictive validity of i-Ready diagnostic scores for high-stakes test outcomes with middle school students: A program evaluation.</i>
2018	Haas, J. <i>Economic, cognitive, academic, and attendance characteristics of elementary students receiving special education services: A program evaluation in one district.</i>
2017	Breault, H. <i>Effects of helping early literacy with practice strategies (HELPS) program on reading fluency with secondary level students attending an alternative education program.</i>
2016	Palladino, S. <i>Does student status affect perceptions of school climate and bullying?</i>
2016	Gifford, T. <i>Predictive validity of curriculum-based reading measures for high-stakes outcome assessments with secondary students identified as struggling readers.</i>
2016	Savoie, J. <i>School psychologists' knowledge of adolescent suicide myths.</i>

## **DIVISION, DEPARTMENT, AND SCHOOL SERVICE ACTIVITIES**

### **Division of School Psychology**

2015-Present	Member, Student Annual Review Committee
2015-Present	Member, Student Portfolio Review Committee
2015-Present	Member, Comprehensive Exam Committee
2015-Present	Advisor, Graduate Students
2015-Present	Presenter, School Psychology Information Sessions
2024-Present	Member, CAS and PsyD Interview Committees
2022-2025	Coordinator, MS in School Psychology Program Development Committee
2022-2025	Coordinator, CAS Program Revision Committee
2022-2025	Coordinator, PsyD Program Revision Committee
2023-2024	Coordinator, APA Mid-Term Review Submission
2015-2024	Coordinator, CAS and PsyD Interview Committees
2020-2021	Program Co-Director, School Psychology CAS & PsyD Programs
2020-2021	Supervisor, Teaching Assistants for School Psychology

### **Department of Educational and Counseling Psychology**

2020-Present	Division Representative, Division Director Meetings
2022-Present	Member, Discretionary Salary Increase (DSI) Review Committee
2024	Member, Postdoctoral Associate, Counseling Psychology, Search Committee
2021	Member, ECP Administrative Budget Task Force

**School of Education**

2022-Present	Division Representative, School Leadership Committee
2023	Member, Assistant Director for Accreditation and Student Success Search Committee

---

**NATIONAL MEMBERSHIP AND SERVICE**

2011-Present	Member, National Association of School Psychologists (NASP)
2016-2024	Member, NASP Graduate Educators Council, Innovations in Practicum and Internship Subcommittee
2018-2019	Member, NASP Graduate Standards Review Committee