

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
MICHAEL D. EISNER COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING**

**SCHOOL PSYCHOLOGY PROGRAM**

**CANDIDATE HANDBOOK**

**Revised March 2021**

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The School psychology program at California State University, Northridge is located within the Michael D. Eisner College of Education. The Program embraces the objectives and values of the College and follows the guidelines of the college's conceptual framework that follows:

### **Michael D. Eisner College of Education: Conceptual Framework**

The Michael D. Eisner College of Education, as a professional school, uses a developmental approach to promote reflection, critical thinking, and excellence in education through interdisciplinary studies in an inclusive learning community. Its graduates are lifelong learners prepared to practice in an ever changing, multicultural world, and are committed to promoting achievement for all candidates as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions.

The College values

- an inclusive learning community.
- high standards in the acquisition & application of professional knowledge and skills.
- creative, critical and reflective thinking and practice.
- the application of ethics and high standards for professional practice.

### **The Department of Educational Psychology and Psychology: Context of the School psychology program**

The School psychology program is located in the Department of Educational Psychology and Counseling in the Michael D. Eisner College of Education and abides by all the values and guidelines of the department as noted below:

As one of six departments in the Michael D. Eisner College of Education, it has the largest on-campus program graduate enrollment in the college and in the university.

Since 1979, programs in the Department of Educational Psychology and Psychology have been granted specialized accreditation by the Council for Accreditation of Psychology and Related Education Programs (CACREP). Current accredited programs are: Career Counseling, College Counseling and Candidate Services, Marriage and Family Therapy, and School Counseling.

The Michael D. Eisner College of Education has been accredited by the National Council for the Accreditation of Teacher Education (NCATE), which includes programs in school counseling and school psychology.

Programs within the department that lead to a master's degree are:

- Master of Arts in Education-Educational Psychology with emphasis in either Early Childhood Education.
- Master of Science in Counseling with specializations in School Psychology. Masters of Science in School Counseling, Masters of Science in Marriage Family Therapy.

**School psychology candidates obtain a Masters of Science in Counseling with a specialization in school psychology. (Please note that we are working for the degree to be changed to Masters in School Psychology). The school psychology candidates will need to complete a total of three years of full time training which focuses on the specialization of school psychology based on state and national standards. Along with the completion of the Masters degree, school psychology candidates, upon completion of the program, will also be eligible to apply for the California Advanced Pupil Personnel Services Credential, which will allow candidates to work as school psychologists in the state of California.**

Candidates who graduate from the school psychology program can also have the option of pursuing a license as a Licensed Educational Psychologist (LEP) in the State of California upon completion of the program and upon having completed 3 years of experience in the field.

### **Department of Educational Psychology: Mission**

The Mission of the Department of Educational Psychology is to prepare candidates for highly effective, ethical, and satisfying careers as professional educators and psychologist working with individuals, families, and groups in educational, organizational, and community settings. The aim of our programs is to reflect a heuristic and developmental life-span approach to theory, research, and practice centered on the study and application of major concepts and skills from psychology, early childhood education, educational psychology, and psychological foundations of education. We are committed to continuous evaluation and improvement of our courses and programs

Department faculty are also committed to teacher education, including the design, teaching, and evaluation of Psychological Foundations of Education (EPC 314), a foundations course for all K-12 teaching-credential candidates. In addition, faculty are actively involved in the planning, development, and teaching of specialized teacher-training programs. The master's degree programs in Educational Psychology and Psychology (cited above) also provide advanced study for teachers working with candidates from early childhood through college level.

The Department of Educational Psychology and Psychology offers innovative, community-based programs, which include:

**The Mitchell Family Clinic (MFC)**, offering low-cost counseling services, outreach to schools and the community, and training for graduate candidates in psychology and school psychology on the CSU, Northridge campus.

**The Berke Assessment Library and Clinic**, assessment library and clinic which offers low cost strength based and psychoeducational assessment. **All third year school psychology candidates are required to perform an assessment at the clinic under the close supervision of a school psychology professor who oversees the candidate's competence in assessment and how this assessment translates to the development of scientifically based interventions addressing effective instruction, cognitive academic skills, socialization, and development of life skills. In addition, the candidate's ability to exhibit appropriate and effective interpersonal, communication, and collaboration skills are assessed.**

**Strength United**, specializing in training, prevention education, and quality crisis intervention and psychology services for victims of sexual and interpersonal violence.

### **School psychology program Department Office**

The office for the School psychology program is the office for the Department of Educational Psychology and Psychology, located in Room 1218 in the Education Building (ED). Office hours are 8 a.m. to 5 p.m. Monday through Friday. The office is closed for holidays and University vacation days. Office phone numbers are: (818) 677-2599 and (818) 677-2601. The Fax number is: (818) 677-2544.

### **Overview of the School Psychology Program**

The school psychology program in the Department of Educational Psychology and Counseling at CSUN is geared for candidates who have a background in education or psychology. Applicants who are interested in entering the exciting field of school psychology and who have worked as teachers, special educators, teacher assistants, or served in other professional or paraprofessional roles in the schools will be well suited for entrance into the program at California State University, Northridge (CSUN).

The school psychology program at CSUN is a comprehensive, combined full time Masters of Science degree. In addition, candidates also work towards the Advanced Pupil Personnel Services Credential. **Candidates applying will be seeking both a Masters of Science degree in counseling with specialization in school psychology (Program is working on changing this to a Masters in School Psychology) and an advanced pupil personnel services credential in the state of California. The school psychology program at CSUN is a three-year full time specialist program.**

Courses in the school psychology program are offered primarily during the evening hours (4:00 p.m. to 10:00 p.m.); however, there may be occasional courses offered during the day.

## **School Psychology Program Coordinators and Support Personnel**

Coordinators of the school psychology program provide information, advisement, counseling, and support for candidates interested or involved in the program. Coordinators teach courses in the school psychology program, organize and participate in the selection of candidates, chair candidate committees for the graduate project and thesis, review candidate programs to certify successful completion, evaluate candidate progress in the program, and make policy and procedural decision regarding the school psychology program and candidates.

Coordinators for the school psychology program are:

**Program Coordinator:**

Wilda Laija-Rodriguez, Ph.D., L.E.P.  
 Office: ED 2226  
 (818) 677-7889  
[wilda.laija@csun.edu](mailto:wilda.laija@csun.edu)

**Advisors**

1 <sup>st</sup> Year SP Program Advisors:	Wilda Laija-Rodriguez, Ph.D., L.E.P  Michael Geisser, M.A.
2 <sup>nd</sup> Year SP Program Advisor:	Wilda Laija-Rodriguez, Ph.D., L.E.P  Jean Ramage, Ph.D.
3 <sup>rd</sup> Year SP Program Advisor:	Wilda Laija Rodriguez, Ph.D.  Michael Geisser, M.A./Joan Golden, Ph.D.

**Practica and Internship:** Wilda Laija-Rodriguez, Ph.D., Jean Ramage, Ph.D., Michael Geisser, M.A., and Joan Golden, Ph.D.

**Thesis and Graduate Project:** Wilda Laija-Rodriguez, Ph.D., Albert Restori, Ph.D.

**Credentialing:** Wilda Laija-Rodriguez, Ph.D., Michael Geisser, M.A., Joan Golden, Ph.D.

Other Support Personnel for the School Psychology Program:

Graduate Coordinator  
 Shyrea Minton, Ph.D.  
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Graduate Advisor  
 Shannon Sexton  
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 ED 1223  
 (818) 677-5719

Department Office Manager  
 Teresa Cordova  
 ED 1218  
 (818) 677-2601

Department Secretary  
 ED 1218  
 (818) 677-2599

Our department secretary is the main contact for candidate files, information and forms for graduate candidates in the program.

### **Mission Statement**

The mission of the school psychology program at CSUN is to prepare diverse culturally sensitive school psychologists for careers within multidisciplinary school-based teams to help all students attain academic, behavioral, social, emotional, and life success through comprehensive and coordinated support systems that provide prevention and/or appropriate interventions to help build safe, healthy, and nurturing environments. To achieve this objective, candidates in the school psychology program use the systems ecological model to engage multi-systemic support systems to enhance developmental assets which lead to optimized life success. The school psychology program prepares candidates for the delivery of comprehensive school psychological services within the context of educational programs and educational settings, while emphasizing human diversity and social justice and advocacy. School psychology candidates are trained to have a background in psychological and educational theories in order to provide counseling; assessment; consultation; prevention and intervention services including academic, behavioral, emotional, and mental health needs in the schools; address school climate, school violence, and crisis intervention in the schools; and use ethics, law, and research to guide their practice. Data-based decision making is emphasized in all aspects of service delivery. Working at both the individual and systems level of service delivery, candidates develop the skills to facilitate collaboration among families, school personnel, and community members to create and maintain safe, supportive, and effective learning environments. They creatively use program evaluation methods, and culturally compatible educational, instructional, and program solutions to address barriers and address institutional biases that impede the learning process, social emotional adjustment, behavior, and life success of students. Through their development, candidates become competent professionals, life-long learners, innovators, social justice advocates, and leaders in the field.

### **Philosophy**

The school psychology program at CSUN is in the Educational Psychology and Counseling Department within the Michael D. Eisner College of Education and is designed reflect beliefs, which are consistent with the National Association of School Psychologist (NASP) and California Commission for Teacher Credentialing (CCTC) standards for training. We believe that school psychologists should be trained as scientist-practitioners using a systems ecological model emphasizing professional, social advocacy, and ethical practice. We expect our graduates to follow and develop best practices derived from evidenced based information and use data to base their decisions. We believe that our candidates should be trained in the systems ecological perspective to account for the complexity and multicultural diverse population in California and throughout the country in order to develop accepting and effective learning environments at home and in the school settings to promote social advocacy and success for all. We emphasize valuing and respecting human diversity, equity, and social justice. We train candidates to become professionals who will positively impact children, families, schools, and other systems.

An important focus of the CSUN's school psychology program is to prepare school psychologists with the knowledge and skills to work successfully in multiculturally diverse school settings. In addition, we believe that school psychology candidates should be well trained

in all aspects of service delivery emphasizing a comprehensive model to deliver data based decisions in assessment, counseling, consultation, prevention, intervention.

### **Program Goals, Objectives, and Expectations**

Consistent with NASP and CCTC standards, the school psychology program at CSUN has the following goals, objectives, and expectations for school psychology candidates:

- 1. Data Based Decision Making and Accountability:** School psychology candidates will approach data based decision making from a systems ecological approach and use the problem-solving framework as the basis for all professional activities, as they gather reliable and valid data through various means, which include observations, interviews, and formal and informal assessments in all relevant settings. In interpreting data, school psychology candidates will consider cultural, language, neuro-developmental, and systemic factors that contribute to the eligibility of students for special education, as well as in the development of prevention and intervention plans. In designing intervention plans, school psychology candidates assist with design and implementation of interventions, use systematic data collection procedures to monitor progress and evaluate outcomes for students. School psychology candidates use the data to evaluate student outcomes, as well as the effectiveness of their own services. School psychology candidates use technology resources for assessment, intervention development, design, maintenance, data collection, and decision making. (NASP Standard II; CCTC Standard 4, 5, 6, 7, 15, 19, 22, 23 ,25, & 26).
- 2. Consultation and Collaboration:** School psychology candidates will use collaborative consultation with parents and educators using problem solving skills and data based decision-making when addressing academic and social emotional issues and plan, implement, and evaluate interventions based on data. School psychology candidates will use effective communication and interpersonal skills when facilitating group interactions to produce efficient and meaningful solutions for problems addressed. School psychology candidates will become skilled in producing change at an individual, family, group and with multi-level systems with diverse populations through problem solving and data based decision-making. (NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).
- 3. Interventions and Instructional Support to Develop Academic Skills:** School psychology candidates will have knowledge of biological, cultural, cognitive research and neuroscience, and social influences on academic skills, human learning and development, cognitive, and developmental processes and evidence based curricula and instructional strategies. School psychology candidates will use all available assessment information in developing appropriate instructional, cognitive, academic, behavioral and/or self-regulation goals and strategies to support learning and adjustment through effective teaching, evidenced based instructional strategies, and assistive technology resources in order to enhance student's academic and cognitive skills and help them

attain state and local academic benchmarks. (NASP Standard IV 4.1; CCTC Standard 5, 11, 18, 22, 25, and 26).

- 4. Interventions and Mental Health Services to Develop Social and Life Skills:** School psychology candidates will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral, and emotional impacts on learning and life skills, and evidenced based strategies to promote social emotional functioning and mental health. School psychology candidates will provide a variety of services to address effective life skills, coping, and regulation using behavioral assessment and intervention, individual and group counseling, positive school wide behavioral supports and/or consultation. School psychology candidates will use data to design, implement, and evaluate progress and outcomes, as well as their own effectiveness. In addition, school psychology candidates will have skills to assess and address issues related to self-esteem and personal and social responsibility. (NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).
- 5. School Wide Practices to Promote Learning:** School psychology candidates will have knowledge of school and systems structure, organization, and theory, policy development, and climate, as well as general and special education programs, technology resources, and evidence-based school practices that promote learning and mental health. School psychology candidates will demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive school wide learning environments. School psychology candidates will also have professional practices associated with schoolwide promotion of learning using an ecological perspective, organizational development and systems theory, and problem solving model to collaboratively work with parents and other school personnel to develop appropriate programs and services to promote learning environments that support diversity, resiliency, academic, and social emotional growth at a systems level. (NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).
- 6. Preventive and Responsive Services:** School psychology candidates will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-systemic prevention, and evidence-based strategies for effective crisis response. School psychology candidates will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors into implement effective crisis preparation, response, and recovery. In addition, school psychology candidates will provide direct counseling, behavioral interventions, and indirect interventions through consultation for students who may experience mental health problems. In addition to counseling, crisis intervention, school psychology candidates will promote wellness and resilience by collaborating with other professionals, educators, and parents. School psychology candidates will also show skills and promote safe and violence free schools and communities. (NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).

- 7. Families School Collaboration Services:** School psychology candidates will have knowledge of principles and research related to family systems, strengths, needs and culture, and as well as evidence-based strategies to support family influences on children's learning, socialization, and mental health, and methods to develop collaboration between families and schools. School psychology candidates will demonstrate skills in collaboration with others to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership interactions with community agencies to enhance academic and social emotional outcomes for children. (NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).
- 8. Diversity in Development and Learning:** School psychology candidates will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics that are influenced by biological, social, cultural, ethnic, socioeconomic, gender, and linguistic factors in development and learning. In addition, candidates will know about principles and research related to diversity factors for children, families, and schools, including factors related to culture, contexts, and individual enrolled differences and evidence-based strategies to enhance services to address potential influences related to diversity. School psychology candidates will understand exceptionalities and be able to conduct appropriate, valid, and legal psychoeducational assessments, including bilingual assessments. School psychology candidates will have an understanding and respect for diversity in development and learning and advocate for social justice in all aspects of service delivery. (NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).
- 9. Research and Program Evaluation:** School psychology candidates will have core foundational knowledge and experiences and employ practices and strategies in research, program evaluation, and legal, ethical and professional practice. School psychology candidates will have knowledge of research design, statistics, measurement, data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in a school settings. School psychology candidates will demonstrate skills to evaluate and apply research as a foundation for service delivery and in collaboration with others using various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and or systems levels. (NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).
- 10. Legal, Ethical and Professional Practice:** School psychology candidates will have knowledge of the history and foundations of school psychology, multiple service models and methods, ethical, legal, and professional standards, as well as other factors related to professional identity and effective practice as school psychologists. School psychology candidates will demonstrate skills to provide services consistent with ethical, legal, and professional standards in order to engage in responsive ethical and professional decision-making collaboratively with other professionals and applied professional work characteristics needed for effective practice as school psychologist, including respect for human diversity and social justice, communication skills, effective interpersonal skills,

responsibility, adaptability, initiative, dependability, and technology skills. (NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).

- 11. Technology:** School psychology candidates will have the skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective, appropriate, and successful outcomes in program design, planning, management and evaluation to promote academic, social emotional, behavioral, and life skills success. (CCTC Std. 15)
- 12. Supervision and Mentoring:** School psychology candidates will have the skills and experiences to mentor other students during the program. In addition, school psychology candidates will gain skills and experiences to be able to supervise future school psychology candidates. (CCTC Standard 16).
- 13. Practicum in School Psychology and Culminating Internship Experience:** School psychology candidates will be expected to complete at least 450 hours of school psychology practicum experience in the schools. In addition, school psychology candidates will be expected to complete at least 1200 hours of internship experience in the schools. While some variations may be allowed, these will need to be consistent to state and national standards and approved by the school psychology program coordinator. (CCTC Standard 25, 26).
- 14. Determination of Candidate Competence:** School psychology candidates will be assessed for competence in the various professional areas and standards delineated by NASP and CCTC standards on the Performance Based Outcomes (PBOs) documents for practica and internship in school psychology satisfactorily assessed by both their site supervisor as well as university professor. Determination of candidate competence will also be based on grades of B or better in all coursework, relevant rubrics in professional practice, and satisfactory supervisor and professor evaluation(s). In addition, school psychology candidates are expected to exhibit ethical, professional, and exceptional interpersonal and communication skills. (CCTC Standard 27).
- 15. Culminating Activity:** School psychology candidates are expected to complete a culminating activity to be assessed by the chair of the culminating activity committee with at least satisfactory ratings. Candidates will have the option to choose a thesis, project, or comprehensive exam. Candidates are expected to do a comprehensive literature review of research studies on chosen topics. Candidates are expected to be able to analyze research design and critically evaluate the statistics used as part of being an informed research consumer. (NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).

The School Psychology Program uses a Performance Based Outcomes (PBOs) delineation of program competencies based on state and national standards, which describes specific activities and tasks that candidates need to complete and show competence. The Performance Based Outcomes forms for practica in school psychology (fall and spring) and internship (fall and spring) provide guidelines of candidate's competencies in particular areas. These activities and

skills are expected to correspond to the candidates training based on their particular level. Many of these PBOs are designed to be developmental in nature and are paired up with specific courses and to specific practica and internship experiences. In addition, the school psychology program uses various rubrics and evaluation forms to assess candidate's competence in the various areas listed above.

## Admission Requirements

**General Admission Requirements:** All applicants must demonstrate evidence of suitability for graduate work in School Psychology and **complete** the application process by the published deadline for that year. All applicants must submit an official transcript showing proof of at least a Bachelor's Degree from a regionally accredited university or college, with a GPA of at least 3.0, preferably, but not limited, to psychology, education, or a related field. In addition to our application form, applicants must submit transcripts (may be unofficial) of all prior academic work, documentation of having taken the GRE and passing the Upper Division Writing Proficiency Exam, two to three letters of recommendation on the recommender's stationery (at least one, when possible, from a professor, who can describe candidates academic preparation for graduate school), a statement of personal and professional goals, objectives, and paid and unpaid work history related to education and/or mental health. The personal statement must include information regarding applicants' experiences related to working with cultural or ethnic minorities. A resume is also required. Experience working with school aged children (voluntary or paid) is required, preferably in a school setting.

Those who meet the requirements and will be invited for an interview. The interview dates will be posted on the departmental webpage ([www.csun.edu/eisner-education/educational-psychology-counseling](http://www.csun.edu/eisner-education/educational-psychology-counseling)) by the application deadline date.

Applicants must take the GRE and pass the Upper Division Writing Exam. All candidates must also take the CBEST by the end of the first semester. This is a credentialing requirement. In addition to the general requirements stated above, all School Psychology applicants must have completed or be enrolled in the following undergraduate courses or *their equivalents*:

**Prerequisites** (12 Units)

- EPC 314 Psychological Foundations, K-12 (3) (Waived for applicants who have a teaching credential)
- EPC 430 Development and Learning Or Equivalent Course in Child Development (3)
- EPC 451 Fundamentals of Counseling and Guidance (3) or Equivalent Course in Counseling Interviewing (3)
- EPC 600 Educational Statistics for Research and Measurement (3) or Equivalent Course in Statistics (3)

Candidates who have taken equivalent course at other institutions will need to submit a course equivalency form, transcripts, university course description, and course syllabi. Graduate advisors and school psychology professors will evaluate and determine whether the requested courses are equivalent to the pre-requisites.

All applicants for graduate study must submit an application to the department **and** a graduate application to the University. Four prerequisite courses for the school psychology master's

degree and credential programs must be completed with a grade of "B" or better in order to matriculate into the program. In addition to the above requirements, candidates under serious consideration will be expected to complete one or more structured interviews. Selection of candidates is made by the school psychology program coordinators based on evaluation of written application material, references, grades, GRE scores, paid and unpaid work experience, writing sample, and the structured interview. Interviews are conducted by teams composed of CSUN school psychology faculty, school psychologists or other school personnel in the field, and school psychology graduate candidates. Admission to the school psychology masters and credential program requires a formal letter of acceptance from the program coordinator.

**Note: The school psychology program at CSUN is a FULL time three year program designed to prepare professional School Psychologists.**

### **Application Procedures**

Application Period for Master's Degree and Advanced Candidate/Credential Applications:

**The school psychology program only admits applicants for the Fall semester.** Each accepted cohort begins their course of study in the Fall Semester. As a result, **applications are typically accepted from January 2 to February 14, but check department's website for specific dates.**

**It is the candidate's responsibility to be sure that all information is submitted by the deadline. Only applicants whose files are completed by the deadline will be considered for admission.**

### **General Applicant Procedures**

All applicants must apply to the University and to the Department.

All applicants must submit a Department Application in addition the University Application. Please download the department application and application process documents on the department website: <http://www.csun.edu/edpsy> or contact the department office at (818) 677-2599 to request a copy if you cannot download the forms from the webpage.

**Credential Requirements:** All school psychology applicants must work towards the advanced pupil personnel services credential in school psychology and must open a file with the credential office the first semester of the program.

**CBEST:** All credential candidates must pass the California Basic Education Test (CBEST) to be eligible for the PPS credential.

**The Interview Process:** School psychology applicants who are seen as viable candidates for the program will be asked to participate in an individual and/or group interview in person as part of the application process. When the applicant's file is complete including application, test scores, letters of recommendation, personal statement, transcripts and testing results, and resume,

selected applicants are notified to attend an interview. Only completed applications will be considered. Applicants are responsible for making sure their files are complete. Please submit all documents for consideration in the same envelope as the departmental application.

The school psychology program interviews take place in February or March. The specific date(s) will be posted on the department webpage under “Admissions Process.” The interview is approximately three hours in length. It consists of a series of activities including questions about the profession, a psychology dyad, and a novel activity that will assess the applicants' personal and professional traits and characteristics or a variation of these activities. Interview facilitators consist of faculty, professional school psychologists and advanced candidates. Interview groups are deliberately kept small, approximately six applicants to two facilitators to insure personal attention to each applicant when interviewed in a group. Viable candidates may be interviewed individually.

### **Selection of Applicants**

**Selection of Candidates:** Candidates are notified of the results of their applications by April 15th. The admissions committee takes into consideration the following factors in making its decision: Applicants' professional and educational background, grades, GRE test scores (excluding during the COVID 19 Pandemic), interview results, paid and unpaid work experiences, and letters of recommendation. Due to the small numbers of candidates admitted in relation to the large number of applicants, many qualified persons are not admitted into the program.

The actual number of applicants admitted each year varies based on faculty, department resources, and other criteria existing at the time of the admissions period.

### **Masters in Counseling- Specialization in School Psychology and Pupil Personnel Credential in School Psychology**

#### **School Psychology Program Sequence**

##### **Prerequisites (12 Units)**

EPC 314 Psychological Foundations, K-12 (3) (Waived for applicants who have a teaching credential)

EPC 430 Development and Learning Or Equivalent Course in Child Development (3)

EPC 451 Fundamentals of Counseling and Guidance (3) or Equivalent Course in Counseling Interviewing (3)

EPC 600 Educational Statistics for Research and Measurement (3) or Equivalent Course in Introduction to Statistics (3)

(Equivalent courses may be substituted for prerequisites. A course substitution, along with the course description and informal or formal transcript should be attached to the course substitution)

**Required Courses for the Master's of Science in Counseling with specialization in School Psychology**

**YEAR 1 – Fall Semester**

EPC 655	Seminar in Counseling Theory and Practice (3)
EPC 659A	Communication Skills In Counseling (3)
EPC 664	Neuro-developmental, Emotional and behavior Disorders (3)
EPC 667	Law and Ethics and Professional Practice for Schools Psychologists in Schools and Private Practice (3)

**YEAR 1 – Spring Semester**

EPC 643	Diversity in Counseling (3)
EPC 659B	Practicum (3)
EPC 661	Multi-Systemic Behavioral Intervention (3)
SPED 610	Program Planning in Special Education (3)

**YEAR 1 – Summer Semester**

EPC 601	Individual and Group Assessment (3)
EPC 674	Family Development Across the Lifespan (3)

**YEAR 2 – Fall Semester**

EPC 659EC	Practicum in School Psychology: Resiliency, Prevention, and Crisis Intervention (3)
EPC 663A/L	Assessment of Cognitive Development and Skills for Intervention and Lab (3/3)
EPC 665	Individual and Group Counseling of Children in the Schools (3)
EPC 603	Clinical Research and Program Evaluation (3)

**YEAR 2 – Spring Semester**

EPC 641	Bilingual Assessment
EPC 659FC	Practicum in School Psychology: Resiliency, Prevention, and Crisis Intervention (3)
EPC 663B/L	Assessment of Social-Emotional Development and Adaptive Skills for Intervention and Lab (3/3)
EPC 648	Consultation with Parents, Teachers, and Other Human Service Professionals (3)

**YEAR 2 – Summer Semester**

EPC 611	Seminar in Educational Psychology (3)
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**YEAR 3 – Fall Semester**

EPC 659GC	Internship in School Psychology (3)
EPC 698C	Thesis/Graduate Project (3)

**YEAR 3 – Spring Semester**

EPC 659HC	Internship in School Psychology (3)
EPC 697	Directed Comprehensive Studies (3) or
EPC 698C	Thesis/Graduate Project (3)

Total Units = 72 credits, including at least 3 credits for the culminating experience. Candidates have an option of 3 credits for a Comprehensive exam or 6 credits for Graduate Project. Please note that 12 credit units are based on practica (fieldwork) and internship classes. EPC 697 can only be taken once in your final semester. Students can also take EPC 696, Independent Study, based on their need.

### **Developmental Strands in School Psychology**

The school psychology program has seven developmental strands. These strands include: 1) theoretical, legal, and professional foundations, 2) development and learning, 3) counseling, 4) assessment, 5) consultation, 6) intervention, and 7) research. These developmental strands were organized in a sequential manner to foster the candidate's developmental competencies within specific areas. In some instances, the developmental strands will be composed of classes which may address one or more of the developmental strands. In some instances, information will be cross-referenced between various classes, different classes, and different requirements to emphasize a comprehensive model of service delivery. The developmental strands were designed to help candidates become capable of meeting the various demands of the program and field of school psychology at different levels in their training.

Practicum in school psychology and internship provide the means to practice what candidates have learned in the various classes and to gain competence in the various areas specified above and in the Performance Based Outcomes. Candidates are required to conduct a total of 450 hours of practica their second year and a full time internship consisting of 1200 hours their third year.

Masters degree candidates are required to perform a culminating scholarly activity. To fulfill this requirement candidates may elect to carry out a project or take a comprehensive examination.

**Passing the Praxis II in school psychology exam is required of all candidates in the program. Candidates are required to take and pass this exam by the end of their third year.**

**School Psychology Faculty**  
**Course Instructors for the School Psychology Program**

Name/Title	Area of Specialization	Courses Taught in School Psychology	Office and Phone Numbers
Wilda Laija-Rodriguez, Ph.D.  Director and Professor  Full Time	School Psychology/ Working with culturally and linguistically diverse students/ clinical child psychology, Consultation, Bilingual Assessment, Strength Based Assessment	EPC 659 EC & FC: Practicum in School Psychology EPC 667: Law and Ethics and Professional Functions of School Psychologists in the schools and private practice. EPC 674: Family Development Across the Lifespan EPC 648: Consultation with Parents EPC 611: Seminar in Educational Psychology EPC 314: Psychological Foundations in Education EPC 697: Comprehensive Exams 698: Project or Thesis 696: Directed Research	ED 2226 818-677-7889
Albert Restori, Ph.D.  Professor  Full Time	School Psychology/ Response to Intervention	EPC 697: Comprehensive Exams 696: Directed Research	818-677-4572
Heather Stuve, M.A.  Instructor/Part Time	Special Education	SPED 610: Program Planning of the Exceptional Child	818-677-2507
Jose Carranza, JD, MA  Instructor/Part Time	School Psychology/ Bilingual assessment	EPC 641: Bilingual Assessment	818-677-2599
Paul Vogel, M.S.  Instructor/Part Time	School Psychology/ Assessment	EPC 663 A: Assessment of Cognitive Development and Skills for Intervention EPC 663B: Assessment of Social-Emotional Adjustment for Intervention EPC 664: Neuro-development, Emotional and Behavioral Interventions	818-677-2599

Name/Title	Area of Specialization	Courses Taught in School Psychology	Office and Phone Numbers
Joan Golden, Ph.D.	School Psychology/	EPC 663A: Assessment of Cognitive Development and Skills for Intervention and Lab EPC 663B: Assessment of Social-Emotional Adjustment for Intervention	818-677-2599
Jean Ramage, Ph.D.	Educational Psychology, Program Evaluation	EPC 603: Clinical Research and Program Evaluation	811-677-2599
Michael Geisser, M.A.	School Psychology	EPC 659A Communication Skills in Counseling EPC 659 B Practicum EPC 659GC & HC: Internship in School Psychology EPC 661: Multisystemic Behavioral Interventions	818-677-2599
Madhavi Williams, Ed.D.	School Psychology	EPC 655: Seminar in Counseling Theory and Practice EPC 643: Diversity in Counseling EPC 665: Individual and Group Counseling	818-677-2599
Jean Ramage, Ph.D.	School Psychology	EPC 659 GC & HC: Internship in School Psychology	818-677-2599
Vedeesh Saggar, M.S	School Psychology	EPC 663A Lab: Assessment of Cognitive Development and Skills for Intervention and Lab EPC 663B Lab: Assessment of Social-Emotional Adjustment for Intervention	818-677-2599

## **Professional Growth and identity**

All practicum in school psychology candidates and interns will be required to participate in local, state, or national workshops and conferences related to school psychology. We require candidates to attend at least one California Association of School Psychologists (CASP) state conference and whenever possible, the National Association of School Psychologist's (NASP) conference to assist with professional identity as school psychologists. In addition, all candidates will be required to take a child abuse workshop by the end of the practicum in school psychology school year.

## **Mentoring and Advising**

All candidates will be mentored and be provided with advising by their practicum in school psychology and internship professors in regards to program requirements and professional development. The school psychology director is also available for mentoring and advising when needed.

### **School Psychology Student Association Mentoring and Supporting Professional Growth and Identity**

The school psychology student association is open to all students in the school psychology program as well as to alumni. The school psychology student association's mission is to provide a means for students to mentor and support each other through their graduate studies experience, as well as to support each other's professional development as they become ready to enter the field of school psychology. In addition, the school psychology student association provides a forum for students to promote the field of school psychology through different activities, such as celebrating school psychology week and other events.

Cabinet members as well as regular members have an opportunity to represent the school psychology program and field of school psychology at university functions. In addition, the school psychology student association provides an avenue to encourage school psychology candidates to participate in professional development as future school psychologists within the university, as well as promoting attendance to local, state, and national conferences in school psychology.

Cabinet members, as well as all school psychology candidates, have an opportunity to become involved and interact with school psychology faculty to promote continued professional identity as school psychologists.

Cabinet members meet twice a month to plan activities for the association's monthly meeting. All students and alumni are invited to attend and contribute. The cabinet is usually elected at the end of each school year.

For further information, please contact Dr. Wilda Laija-Rodriguez, Advisor.

## **Policy on Responsibilities, Requirements and Expectations of Applicants and Candidates**

To assure that applicants and candidates are aware of current practices and policies, the following lists minimum responsibilities, requirements, and expectations.

Candidates will be expected to:

1. Meet the criteria of professional, humane, ethical, and legal conduct at all times at the university and fieldwork/internship settings.
2. Attend class and arrive on time. Many classes use discussion and are used as a communication channel. If you must miss class, check with another candidate regarding information missed.
3. Become actively involved and participate in class discussions, activities, and related work.
4. Assume responsibility and take initiative in dealing with all requirements or special issues related to candidate/applicant status.
5. Obtain and use current information materials of the University and Department, including the following:
  - a. University Catalog of the year they enrolled. .
  - b. University Schedule of Classes — each semester (and Summer Session if appropriate)
  - c. Necessary forms, brochures, and newsletters from appropriate offices.
  - d. List of current office locations, hours, phones of faculty – each semester.
  - e. Use time and resources of the Department effectively by avoiding unnecessary calls to the Department office and perform tasks in an organized, prepared manner.
  - f. Obtain information from the appropriate advisor(s). Individuals will be held responsible for obtaining advisement.
  - g. Obtain information by contacting class instructors directly during office hours.
  - h. Put requests in writing whenever possible. All requests involving official action of any kind must be in writing.
  - i. Register through TTR (Be sure to check footnotes in University Schedule of Classes before enrolling) or SOLAR.

- j. Obtain any needed tutorial or academic skills training on your own initiative. Check with instructors first to be sure you correctly perceive their expectations.
- k. Contact the appropriate advisor if having special problems, which are related to your work in your program, contact the appropriate advisor.
- l. Identify yourself, your status, and your program accurately and completely, to avoid misunderstandings.
- m. Minimize requests for materials to be mailed – pick up forms and materials at Department Information Display, Department Office, or other appropriate office.
- n. Keep all official University and Department notifications and letters, including copy of unofficial transcript and evidence of registration and enrollment. Maintain a copy of these documents until you complete your graduate program.
- o. Keep copies of all course syllabi.
- p. Attend special advisement sessions called for particular courses or thesis/projects/comps, or groups of candidates. (If you cannot attend, for *significant reasons*, have another candidate take notes and obtain materials for you.) You will be responsible for information given.
- q. Notify the Department, University and other appropriate offices in writing of changes in: a) address; b) phone numbers; c) proposed leave, or deviation from required course sequence; d) intent to resume sequence or return from leave; e) field placement agency, address, supervisor; any other relevant fieldwork information; f) any other relevant area of responsibility.
- r. Observe requirement of independent academic work and provide appropriate credits to others for ideas and statements. Independent academic work as used here refers to final work submitted and does not prohibit you from working with other candidates. In fact you are encouraged to – just be sure that final work is yours and get and give credit where due.
- s. Assume responsibility for development of the individual candidate and professional towards a whole multidimensional person who can and will facilitate the growth and well being of others.

### **Cohorting in the School psychology program**

Candidates in the Masters degree in school psychology program are grouped as a cohort for all program courses. Special sections of core courses are established for school psychology candidates. When taking core courses, candidates should enroll in those sections designated by course ticket number and instructor for the school psychology program. The school psychology candidates meet for classes on Tuesdays and Thursdays with classes scheduled at 12:00 p.m.,

4:00 p.m. and 7:00 p.m. and Wednesdays at specified times. However, there will be times when classes will need to be offered on different days. Course instructors are required to provide a 10 minute break for every class hour although some may contract with candidates regarding break periods and class ending time.

The School psychology program is growing and changing. We must maintain a ratio of 1 instructor per 12 candidates in many School Psychology classes. As a result, we are asking of candidates to remain with their group. If there are circumstances that prevent candidates from continuing with their cohort, they must “clear” this with the program coordinator, Dr. Wilda Laija-Rodriguez. ***This might mean that if candidates decide to postpone their study, they will need to check to see if there is room for them in the school psychology core classes the following year. There is no guarantee that candidates in this situation will be able to take the school psychology classes the following year.***

### Schedule of Classes

Each semester the university publishes the Schedule of Classes and Catalog Supplement. This is a listing of courses including university course titles and numbers, class (*a new term*) numbers used for registration, days and times for class sessions, and faculty assigned to teaching the course. The department publication includes updates, changes and cancellations in classes, which occur after the university publication is made available. Check SOLAR or the bulletin board just outside the department office (ED 1218) for updates of the Schedule of Classes. There may be several changes to the Schedule of Classes, so candidates are advised to check the schedule posted on the bulletin board before registering for classes.

### Registering for Practicum and Internship in school psychology

Once candidates have received a good foundation in the field of school psychology during their first year based on coursework in school psychology, candidates will be allowed to begin to gain experience in the schools under the supervision of their Practicum in School Psychology Instructors and the field site supervisors. Candidates, with the assistance of the practicum in school psychology instructors, find fieldwork placements. Candidates are required to conduct 450 hours of practica (fieldwork) their second year. Candidates will be required to be at their field sites at one to two days per week and follow ethical, legal, and guidelines established for fieldwork sites. This is mandatory of all candidates. Candidates will continue to gain from coursework and field site experience their second year and will continue to get support from their university instructors and field-based supervisors to support their development. At the end of the second year, both university instructors and field site supervisors evaluate the candidate’s competency based on their expected development and recommend the candidate for internship, if they meet criteria. Third year students, or interns, will continue to be supported by their university instructor, in their internship class, as well as by their internship supervisors. Other professors from the program also support third year candidate, as needed. Third year candidates or interns are expected to complete 1200 in the schools as part of their internship experience.

## Credentialing Procedures

**Certificate of Clearance:** State law provides that prior to formal fieldwork experience, a candidate must secure a Certificate of Clearance showing absence of a criminal record that would preclude issuance of a credential. The application for this Certificate includes three items: an application form, two fingerprint cards, and a fee. Candidates should file an application for this in the Credential Preparation Office at the end of their first year in the program. That office will explain where the candidate can be fingerprinted.

Candidates who already have a state credential or have fingerprints on file with the state may not need to be fingerprinted a second time.

**Intern Credential in School Psychology:** At the end of the fourth semester, candidates who have completed all courses with a B or better and satisfactorily completed all practicum in school psychology requirements can apply for an intern credential. This credential will permit the candidate to accept a paid internship in the public school during their third year of the program or internship year. Candidates should file an application for this credential in the Credential Preparation Office.

**Advanced Credential in School Psychology:** At the end of the third year, candidates are required to go through an exit interview with one of the three full time school psychology faculty. Candidates will need to present complete documentation and organized portfolios as proof of completion of program and credential requirements. **Candidates are to make an extra copy of required documents specified in the internship class, as the program will keep these records as proof of completion and for accreditation purposes.** Candidates are responsible to make sure they have extra copies of documents for the program and for themselves. **Only candidates who have finished all program requirements, including thesis, project or comprehensive exams will exit the program and be allowed to apply for the Advanced PPS credential.**

## Practica and Internship in School Psychology Information

In addition to the 450 hours required in practicum in school psychology (as previously discussed), the School psychology program requires that candidates complete a minimum of 1200 internship hours at an approved field site under supervision of a credentialed school psychologist. The candidate documents his/her hours with fieldwork logs signed by both the instructors and the fieldwork supervisors. **The 1200 hours are earned in a one year full time placement, or a two year half- time placement.** Candidates must document on practica/internship logs that they have worked in two separate school field sites, and at two of the three levels in schools (elementary, middle, high school) for a minimum of 300 hours each. At least 600 hours of the internship are completed in an actual school setting. Prior approval from the school psychology coordinator must be obtained whenever the candidate will be earning hours outside of a school setting.

The candidates *must be enrolled in internship courses* during the internship training year Additional internship courses are required for part-time two-year internships. Candidates must be enrolled in an internship class and be responsible for all internship class requirements as long

as they are working toward internship hours. This also applies for practicum in school psychology hours.

The internship course in the fall of year three is EPC 659GC (3 units). The EPC 659HC (3 units) is the Spring internship course and coincides with the year long full time school internship placement in the third year of the program. The internship courses are meant to guide the candidate through a full time, year long supervised internship in a multi-cultural school setting for those completing the school psychologist's authorization expected of the Pupil Personnel Services Credential. As interns, the candidates are to demonstrate professional knowledge and skills of a beginning school psychologist, as listed in the Program Goals, Objectives and Expectations and on the Performance Based Outcomes (See Attachments to Candidate Handbook).

In addition to the requirements already summarized for the internship year, the candidate should be aware of the following program standards, which conform to NASP accreditation regulations.

**Practicum in School Psychology Agreement:** For each practicum in school psychology or internship placement and associated practica course, the district supervisor, the instructor, and candidate fill out a fieldwork agreement for the candidate's placement for the public school academic year. (See Appendix A1). A list of activities linked to program objectives and the associated performance requirements for each semester of EPC 659 EC, FC, GC, HC is also provided to the candidate and district supervisor. These are called the Performance Based Outcomes for the Practicum in School Psychology and Internship, depending on the course.

**Internship Placement Agency Requirements:** The fieldwork agreement states that the internship must provide: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience. The field site supervisor must read and sign this agreement in the first two weeks of the candidate's internship placement, or the candidate may be moved to another field site in compliance with this standard. The candidate receives a copy of the agreement, once signed, and reports any variations from the agreement to the School psychology program coordinator, and the internship instructor. The faculty contacts the field site to discuss noncompliance. If, after two weeks have passed, the site remains out of compliance, the field site is notified in writing that the candidate will be moved to another approved site at least by the beginning of the next semester, if not earlier.

**Supervision Requirements:** The fieldsite supervisor should have a minimum of two years of professional experience as a school psychologist and should meet with the candidate a minimum of two hours weekly to assess progress based on the performance requirements. Candidates who split the full time placement between two school sites must receive a minimum of one hour of supervision per week from a credentialed supervisor at each school site for a total of two hours minimum supervision per week. The candidate must perform the internship at an approved field site under supervision of a credentialed school psychologist.

**Practicum in School Psychology/Internship Requirements/Evaluation of Candidate:** For each semester in the field, candidates must complete a practicum in school psychology / internship performance outcome form to be given in each practicum in school psychology and internship courses (EPC 659EC– HC). The EPC 659 EC, FC, GC, and HC instructors make contact with the field site supervisors at least once each semester to assess candidate progress in attainment of fieldwork or internship performance requirements via discussion and by viewing fieldwork logs. Candidates also receive weekly supervision from the practicum/internship instructors on progress and activities in the field. Each candidate also meets individually when needed each semester with the instructors, and when possible, with the field site supervisor also present, to assess progress in the field and program, and to get program advisement. In addition, the fieldsite supervisor meets for two hours weekly with each candidate at the field site to assess progress in the fieldwork performance requirements.

The fieldsite supervisor completes various rubrics to assess competency in assessment, counseling, functional assessment, and consultation, **In addition, a fieldwork practicum in school psychology/internship evaluation form at the end of each academic semester is completed by each fieldsite supervisor online. Supervisors are asked to print copies for candidates and university instructors, as the online evaluations will not be viewed per candidate, only as aggregate data.** Fieldsite supervisor then reviews this assessment with the candidate in a face-to-face meeting for each candidate he/she supervised. The evaluation form is based on program mandated practica/internship performance outcome requirements and the related program objectives. The instructor also reviews this evaluation during the individual semester meeting with the candidate. Feedback, new program/fieldwork goals, remedial coursework or fieldwork, psychology, or other supportive measures may be recommended at that time by the instructor in consultation with the supervisor.

**Evaluation of Professional Work Characteristics:** The candidates in the school psychology program are evaluated through a written form in relation to their work characteristics at the end of the first year counseling practica, and each of the remaining semesters of the program through the practicum in school psychology/internship in school psychology courses. At these various checkpoints, which are at the end of each semester, and in accordance with NASP standards, the candidate is assessed in the areas of respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative and dependability by their practicum or internship instructor.

In the first year of the School psychology program, all candidates in the Department of Educational Psychology and Counseling are trained in fundamental psychology skills in the 659 A/B practicum. A requirement of this course sequence is for candidates to receive a minimum of six hours of individual psychology with an approved therapist. Candidates meet individually each semester of the first year with the practica instructor to assess progress in communication skills, individual courses, and in the program as a whole, and to get program advisement. An additional department requirement for all candidates in the Department of Educational Psychology and Counseling is for candidates to be evaluated with a written form at the end of their first year of training by three program faculty on their professional, personal, and ethical skills. The department Student Affairs Committee and the school psychology program coordinator reviews these evaluations, and can recommend remedial supportive work (skills training, additional individual psychology, mentoring, etc.), program delay, or program

withdrawal for the candidate if concerns are evident. Candidates have the right to appeal if they desire. See Appendix A10.

Each candidate also meets individually each semester with their practicum in school psychology or internship instructors, and when possible, with the fieldsite supervisor also present, to assess progress in the field, individual courses, and the program as a whole, and to get program advisement.

In addition, the fieldsite supervisor meets for two hours weekly with each candidate at the field site to assess progress in the fieldwork performance requirements. The supervisor completes a practicum in school psychology/internship evaluation form at the end of each academic semester (refer to Appendix A8), and reviews this assessment with the candidate in a face to face meeting for each candidate he/she supervised. The evaluation form is based on program mandated practicum in school psychology/internship performance outcome requirements, professional characteristics, and related program objectives. The instructor also reviews this evaluation during the individual semester meeting with the candidate. Feedback, new program/fieldwork goals, remedial coursework or fieldwork, psychology, or other supportive measures may be recommended at that time by the instructor in consultation with the supervisor.

**Candidates are required to submit their portfolios at certain times during the semester and at the end of each semester of fieldwork or internship.**

Candidates may also be referred to the Candidate Affairs Committee when the candidate fails to comply with any one of the professional behavior and work characteristics indicated above. The committee and the school psychology program coordinator review the submitted Statement of Concern about the candidate, which can be submitted by any school psychology program course/practicum /internship instructor. A copy of any Statement of Concern is also sent or given to the candidate. The group can recommend remedial supportive work (skills training, additional individual psychology, mentoring, etc.), program delay, or program withdrawal for the candidate if concerns are evident. Candidates have the right to appeal if desired.

### **Pupil Personnel Services Credential in School Psychology**

Near the end of the candidates' final semester, after the completion of all coursework, practicum in school psychology and internship hours, the Performance Based Outcomes Forms, and thesis, project or comprehensive exam, candidates can apply for the School Psychology Credential. Please note that the actual credential certificate will take approximately eight weeks.

### **University Course Credit**

Academic credit for fieldwork is given as part of the practicum and internship and other program courses. Candidates receive a letter grade for first year practicum courses according to their performance on both classroom and fieldwork assignments. A grade of Credit or No Credit is assigned for the second year practicum in school psychology and third year internship courses according to candidate performance in class and in the field. Instructors of other program courses provide letter grades for activities and practices required as part of those courses.

## **Course Grading**

Grades for graduate level classes are typically assigned and considered differently from grades in undergraduate classes. Whereas a grade of "C" is considered the average in undergraduate courses, the average in most graduate courses is "B." The grade of "A" is typically assigned for work that is outstanding and above the typical level of graduate performance. The grade of "B" reflects satisfactory graduate work. Grades of B- and below are considered to indicate work below acceptable levels for graduate work and in need of remediation, which may involve retaking a course.

Candidates are expected to maintain a grade point average of B (3.) or better in graduate courses. Grade averages that fall below that level will result in the candidate being placed on probation by the Graduate Division of the university. To be removed from probation, candidates must earn sufficient grade points in the following semester to raise their GPA to 3.0 or above. Failure to do so will result in disqualification.

## **Evaluation Procedures**

It is important for applicants and candidates to recognize that all the graduate programs in the Department of Educational Psychology and Counseling are professional as well as academic programs. This requires a number of distinctive properties of evaluation.

- A. Quality of performance and academic learning will be evaluated. Grades in courses depend both on traditional measures (such as papers, presentations, projects, and tests) and on quality of involvement and participation in required activities.
- B. Candidates are required to keep a portfolio consisting of various academic and professional activities. This portfolio is used as a performance-based assessment tool to evaluate candidate progress, competence, and program quality. Performance based outcomes should be rated as satisfactory. Areas not met or not rated as satisfactory will result in remediation of particular skills, or will serve as grounds for probationary or disciplinary actions.
- C. All candidates are responsible for professional, humane, legal and ethical treatment of others both at the university and field site settings.
- D. Evaluation of candidates is a continuous process. Grades are only one part of the evaluation. Performance, professional and ethical behavior is part of the evaluation of candidates. Evidence of failure to meet the minimum requirements may result in either informal or formal faculty action.
- E. Consistent indications that candidate is unable to benefit from the programs and/or contribute to the learning of others may result in informal or formal faculty action.

- F. In addition to lowered grades, faculty action may be: informal or formal meetings with candidate, informal agreement of the candidate to withdraw temporarily from the program; formal recommendations of a faculty committee that the candidate withdraw from the program; formal suspension or dismissal from the program.
- G. Continuous and/or especially significant indications that an applicant or candidate fails to observe policies and procedures of the Department, University, and/or affiliated agencies or schools in a manner consistent with the graduate candidate status will be considered a need of disciplinary action. Even when reasons are accepted, the candidate or applicant may be requested to take time off or delay applying so as to deal with the problems or withdrawal from the program.
- H. All faculty acquainted with the candidate are responsible for evaluation of the quality of academic work, professional performance, and individual characteristics relevant to admission and ongoing evaluation at all points in the programs. Applicant and candidates in need of personal counseling are expected to obtain it outside the classroom from persons other than the Department faculty.
- I. Procedures for evaluation of candidates are determined by University and Department policy. Ultimately, the evaluation of individuals rest on professional judgment of the faculty and will entail both formal and informal procedures. Procedures have been established to protect beliefs that he/she has been treated in an arbitrary, capricious, or discriminatory manner, both informal and formal means are available for addressing the issue, and the individual should consult the Department Chair.
- J. Applicants should be aware that all relevant information obtained from the interview, application form, letters of recommendation, and any available assessments from others acquainted with the individual's academic and personal/professional characteristic and actions will be used. The final decision to recommend or to deny admission rests on the professional judgment of the faculty. An applicant denied admission may consult the Program Coordinator regarding the reasons. If the applicant feels the decision was unjust, he/she may appeal to the Department Candidate Affairs Committee. Such an appeal must be in writing with relevant rationale.

**NOTE** however, that no applicant may be admitted immediately to a specific program if there are no available remaining openings, regardless of the outcome of the appeal. Admission would be delayed until the next program start time. Secondly, the applicant is reminded that evaluation for admission considers both minimum requirements and also comparative, relative levels and is on the entire pattern of qualifications, not separate isolated attributes. Thirdly, only that information available at the time of application may be used. If extenuating circumstances or special, unique qualifications are claimed, these must have been identified

for an appeal to be heard. University regulations may be appealed only to the appropriate office. None of the above should be interpreted as indicating that the Department will ignore special circumstances or special compensating attributes of individuals. Individuals do have accomplishments and characteristics which may offset or compensate for deficiencies, or which may signify that traditional assessments underestimate the quality being evaluated. If an applicant or candidate believes he/she does deserve special consideration, he/she should bring this to the attention of the Department at the time of application.

### **School Psychology Candidate Assessment:**

School psychology candidates are assessed informally and formally throughout the program. In addition to academic suitability, candidates are evaluated with regard to personal and professional characteristics. Faculty members provide candidates with ongoing feedback on their progress in coursework and their professional development, which includes ethical and legal practice and communication and interpersonal skills.

**GPA:** While in the program, all candidates must obtain a grade of a B or better in each of their school psychology graduate classes.

**First Assessment:** This first major school psychology candidate assessment occurs during the end of the first year. Faculty members rate candidates in several areas, including personal and academic qualities to determine their suitability to continue in the program and to enter fieldwork. *Candidates who display academic or personal weaknesses are asked to meet with faculty in an attempt to remediate these areas. Candidates are expected to remedy their areas of weaknesses during their second year. Candidates dispositions are assessed the first semester in EPC 659B class.*

**Assessment during Practicum in School Psychology:** Throughout practicum, candidates are evaluated by fieldwork supervisors in consultation with the fieldwork instructor. Such assessment may occur by telephone, zoom, or upon visit by instructors to field sites. At the end of each semester during practicum the fieldwork supervisor will provide feedback of the candidate on an online evaluation tool in all areas of professional practice, ethics, and personal characteristics. This evaluation is done in consultation with the candidate (See Appendix A8). Supervisors will make recommendations for the candidates' improvement in needed areas, if necessary. Such improvements are to be accomplished during the internship year, or before depending on what it is. Performance Based Outcomes (PBOs), as well as various evaluation forms from supervisor, parents, teachers and various rubrics are used to help evaluate candidate's progress. Performance Based Outcomes are given to candidates in the practicum in school psychology classes and later in the internship classes. PBOs are rated as met or satisfactory done during the first semester or using a rating scale for other competency areas, depending on the PBO. *Candidates will be evaluated at the end of practicum in school psychology year to make sure they have met all program requirements, including grades of B or better in all classes and*

*dispositions, including interpersonal and communication skills, before entering internship. Supervisors also evaluate candidate's dispositions as part of the candidate evaluation.*

**Assessment during Internship:** Throughout internship, and at the end of the internship experience, candidates are evaluated by the fieldwork supervisor in consultation with the internship instructor. The evaluation includes all areas of professional practice, ethics, and dispositions. Supervisors consult with candidates regarding the evaluation and make recommendations as part of the formal written evaluation for the candidate's ongoing professional growth (See Appendix A8). Performance Based Outcomes included in portfolio, as well as various evaluation forms from supervisor, parents, teachers and various rubrics are used to help evaluate candidate's competence. A self-assessment form will also be used for candidates to do a self-assessment of their knowledge and competence.

*All candidates will be expected to complete all program requirements, including at least satisfactory competence in all academic, behavioral, and disposition areas. All candidates will be required to turn in their completed portfolios at specific times and at the end of the semesters with all PBOs completed with at least satisfactory competence. All evaluation and rubrics ratings should be at least a 4 by the end of internship. Candidates should pass the PRAXIS II by the end of the third year. All candidates should complete their project or comprehensive exams before exiting the program and applying for the PPS credential.*

**Delay and Withdrawal Process:** The Department of Educational Psychology and Counseling has developed a systematic procedure for evaluating candidates whose continued participation in the programs of the department may be in question. The process begins when one or more faculty has a serious concern about a candidate. The faculty may elect to complete a Statement of Concern and place it in the candidate's file in the department office. The procedure requires a copy of this Statement of Concern to be sent to the candidate. The statement describes the behavior or performance in question. After a meeting with the candidate, a committee composed of the faculty, candidate or alumni representatives, advocates for the candidate, and others make a recommendation on the disposition of the matter to the department chair, who makes a decision about the outcome and notifies the candidate and others who have been involved. It is important to read and understand this procedure. The policy and procedures can be obtained from the department secretary or the school psychology program Coordinators.

**Internet Access:** Candidates are expected to have a CSUN e-mail address and to have access to e-mail and the internet. Instructors for each course in the program and program advisors when possible will set up electronic lists for the purpose of posting course related information, guidance regarding scheduling of courses, course syllabi, articles and information pertinent to the field of school psychology, job information, etc. All candidates have opportunity to have e-mail accounts through the university computer system and computer access through the Michael D. Eisner College of Education. For information on obtaining an e-mail account, go to the Information Desk in the library. Computers for candidate use are in rooms along the southeast corridor of the Education building pm the second floor. Code numbers to access these rooms see may be obtained from the department secretary in the department office.

**Professional Portfolio:** Candidates should maintain a Professional Portfolio during the course of their graduate studies and professional preparation. Elements of the file will be introduced in EPC 659EC, practicum in school psychology. The file should include a resume, copies of practicum, fieldwork, internship agreement and evaluations, documentation on courses and workshops completed, membership in professional organizations, significant leadership experience in schools, and letters of recommendations. Additional information will be provided during fieldwork and internship classes.

### **Culminating Activity: Project/Thesis or Comprehensive Exams**

All candidates in the School Psychology Masters degree program must complete a graduate project, thesis, or comprehensive exam as a demonstration of their ability to conduct professional work in the field. **These culminating activities must be related to the work of the school psychologist.** Candidates are encouraged to organize a project or thesis in relation to a program, service, or activity at one or more school sites. The culminating experience should consist of an action research project that demonstrates knowledge of both theory and practice. Background for the project or thesis will be provided in EPC 602: Educational Research and EPC 684: Program Planning and Evaluation. Candidates are encouraged to apply the requirements of this course to their work on the project or thesis. Candidates who have not identified a project or thesis area up to this point are strongly encouraged to do so during the semester of this course and use the course requirements to address project/thesis elements. **The department has posted a Culminating Activities Bulletin and the respective rubrics for each culminating activity that provides guidelines for the Thesis/Graduate Project and comprehensive exam. This is available on the EPC department website ([www.csun.edu/epsy](http://www.csun.edu/epsy)).**

Candidates are required to have at least three people in their committee. The chair must be a full time professor in the School psychology program. Two of the three people must be full-time faculty members in the department of Educational Psychology and Counseling, and the third can be a part-time faculty or outside professional who has the relevant qualifications in school psychology or a related field relevant to topic chosen.

A Comprehensive Exam can be taken the final semester of the program. At least two full time faculty need to be on this committee including at least one full-time faculty in the School psychology program.

**Definition of a Project:** A project is a program, service, activity or document designed for pre-K-12 candidates, parents, school teachers, psychologists, and/or administrators. The project may consist of the outline or curriculum of a program or activity. A project can also consist of a needs assessment, an informal evaluation of a program, and/or a survey of a school population. Unlike the thesis, a formal experimental design is not required. **Nevertheless, the project must include the gathering of data for the purpose of exploring a problem or issue or evaluating a program, service or activity. This data should assist with a formative evaluation.** Projects also include the same initial chapters as a thesis.

**Definition of the Thesis:** A thesis consists of a hypothesis and formal experimental research design for testing the hypothesis. Theses will typically employ experimental and control groups in an attempt to answer questions posed by the hypotheses. Comparative studies might assess the responses of different groups (e.g., a group of candidates who complete a course in study skills vs. a group who has not completed such a course). A longitudinal study might examine a group of candidates at different points of time who receive particular learning experience. The thesis includes the gathering of data and typically more sophisticated statistical analysis than may be evident in a project.

**Guiding Committee for the Project/Thesis:** Candidates will organize a group of three individuals to serve as a support and review committee for the project. The committee should include at least two full-time EPC faculty members. The chair of the committee must be a full time faculty member in the School psychology program. The third member of the committee may be a school administrator, psychologist, teacher, parent center director, or community agency director/ professional. Part-time instructors at the university may sit on project or thesis committees. The organization of the committee should be made early in the development of the project to ensure all committee members have opportunity for input to the design and implementation.

**Guidelines for the Culminating Project:** Since both the project and thesis involve the evaluation of a defined program, the term **“project” will be used to identify both works.**

The written product for the culminating project will include the following:

1. An **Abstract** providing a brief overview of the project.
2. An **Introduction** that explains the general description of the project, the intent of the project, a brief presentation of the background for the project, the project rationale, any relevant hypotheses, and definitions of terms pertinent to the project.
3. A **Review of the Research Literature** that presents related findings from research in the area, theoretical, descriptive studies and other writings that illuminate background and support for the project.
4. An explication of **Procedures** employed in conducting the project including administrative and other support for the project, who was involved, the type of information gathered, the time frame for the project, a description of program content (if relevant), and
5. A presentation of **Findings or Results** of the project including a summary and analysis of data gathered, relevant responses of participants, and a summary of the presentation of the project to interested parties (e.g., school administrators, school psychologists, school psychologists, teachers, parents, candidates, community members).
6. A **Discussion** of the meaning of the findings, results and related project outcomes including implications for further application or use of the project and recommendations for future research and investigation.
7. A short version or **Project Summary** will provide an overview of the project, significant finding and/or outcomes and implications for future application and research. This summary will be organized with other candidate projects for eventual publication.

### General Considerations

1. The project should provide a meaningful contribution to the mission of schools and School Psychology.
2. Consideration should be given to including or focusing on candidate populations in greatest need. Such populations might include candidates and/or parents from poor and/or minority backgrounds.
3. A needs assessment should be included with consideration given to the gathering of data.
4. Learning and achievement outcomes of the project should be examined.
5. Consideration and effort should be given to the involvement of or focus on parents and families.
6. Candidates are encouraged to request copies of model projects from department faculty.
7. The Chair of the Project Committee is the final arbiter for issues, problems, concerns, and decisions regarding the thesis in line with the requirements of the Graduate Division.
8. Candidates will benefit by coordinating project work with fieldwork placements, school needs for program development and evaluation, and university course requirements.

### Project Requirements

1. Candidates are responsible for requesting faculty or other professionals participate on their Project Committees. The title of the project and the names of the committee chair and members must be submitted on the **Thesis/Graduate Project Planning Form**. Obtain the form in the department office. Format guidelines for the preparation of theses or projects are available in the Graduate Studies Office.
2. Candidates should initiate the project and submit a completed Thesis/Graduate Project Planning Form at least two semesters prior to their anticipated date of graduation.
3. Candidates are expected to enroll in EPC 698C during the time they are working with faculty in the planning, design, organization, implementation, evaluation and written preparation of the project. Candidates may enroll in EPC 698C for each of two semesters. If more time is required for completion of the project, candidates will enroll in EPC 699C. The Chair of the Project Committee is the designated instructor for EPC698C and EPC699 courses.
4. Support for the project should be obtained from school administrators, parents, and others important to the design, organization, implementation and outcomes of the project. Such support should include the gathering of ideas, information and concerns that should be included or addressed.
5. Support for the project should be obtained from school administrators, parents, and others important to the design, organization, implementation and outcomes of the project. Such support should include the gathering of ideas, information and concerns that should be included or addressed.
6. The project should include a symposium or presentation to individuals affected by or interested in the outcomes. Such a group would include university faculty and representation from school administration. Representation might also beneficially include parents, psychologists, teachers, K-12 candidates and/or fellow school psychology graduate candidates. Family members and friends may be invited with approval of the project chair. The written report of the project should include a summary of the presentation and participant reactions.
7. The written report of the project should include the author's reflections of learnings, areas of professional growth affected, and implications of the project for future work in the profession

- of school psychology. Included should be the influence of the project on leadership development.
8. Candidates should provide written products to all committee members with sufficient time for review, comment and rewriting (i.e., at least 2 weeks). Written portions of the project should be submitted to committee members as opposed to a composite draft of the project near the close of the final semester.
  9. Candidates are responsible for deadlines established by the Division of Graduate Studies. An appointment must be made with the Graduate Studies Division (Phone: (818-677-4800) at least one month prior to the deadline for submitting the project/thesis to obtain information regarding the format and presentation of the final product. All projects/thesis will be bound with a copy provided to the committee chair and the library. Candidates are responsible for submitting the required number of copies (in proper format and on required paper) of the final product to the Graduate Division and established fees.

### **Rules and Regulations**

Full explanations of the following rules and regulations can be found in the current University Catalog. As a graduate candidate, it is your responsibility to know the rules and regulations governing your graduate program. The following are some rules and regulations; however, please check with university policy as sometimes changes occur.

- No more than 12 units of course work approved for your program are to be completed prior to classification. An official **Program of Studies** is developed by the Department Secretary and then given to the 659A practicum instructor. Candidates are then given an opportunity to see and sign this program before it is officially submitted to Graduate Studies. That office will then send a copy of the Program of Studies to each individual candidate. It is incumbent on the candidate to provide updated contact information to be kept apprised of your candidate status in the program.
- Successful completion of the Upper Division Writing Proficiency Examination is a classification criterion.
- Courses completed more than seven years prior to the date on which all requirements for the degree are met cannot be counted to meet unit requirements unless the candidate can show competency in the content of the outdated courses. Course validation requires departmental approval. A maximum of nine units taken in residency at CSUN may be validated in this manner, as long as these have not been used for the completion of another degree.
- Graduate candidates are allowed to repeat up to 6 units for the purpose of improving their grade point average. Candidates must file the Course Repeat Form, with departmental approval, to have the original grade replaced on the transcript. This form should be submitted (with appropriate signatures of approval) during the semester the candidate is completing the class.)
- **An incomplete grade (“I”) is converted to a fail (“F”) if no other grade is submitted within two semesters from the end of the semester in which the incomplete grade was assigned.** An unauthorized withdrawal (“U”) has the immediate effect of an “F” grade in GPA computation. Incompletes are only granted if there is an illness or other justifiable

reason. Not being able to complete the work is not a justifiable reason. The University Catalog describes the conditions under which candidates may request an Incomplete for a course. Candidates must request an Incomplete grade for a course by submitting the request form available on the ‘forms’ area of the Admissions and Records webpage for the university.

- If a candidate is disqualified, the candidate must formally petition to be reinstated as a graduate candidate. If the GPA is below the minimum of 2.5, the candidate will not be allowed to enroll except under special circumstances requiring the approval of the Associate Vice President of Graduate Studies. Additional information regarding the reinstatement process is available from the Graduate Studies Office.
- Candidates requesting a Leave of Absence may do so by submitting a request in writing to the department with a copy to Graduate Studies. Candidates may be on leave for two semesters without further application to the program. Non-enrollment for two semesters will result in a candidate needing to re-apply to the university and program to be potentially re-admitted. Candidates are *not* guaranteed that they will then be re-admitted.

### **Disputing a Grade**

Candidates who disagree about the grade assigned to them in any course are encouraged to discuss their views with the instructor of the course. A candidate may request another faculty member to participate in such a discussion of the grade. If discussion with the course instructor is deemed insufficient, the candidate can appeal to the Chair of the department or the department Candidate Affairs Committee. In addition, the university has a process for appealing or grieving regarding a course grade. Consultation with the course instructor is always recommended before that process is begun.

### **Options for Additional Certification, Licensure and Credentialing**

Candidates interested in the school psychology program have three options: 1) applying for a masters in counseling and Pupil Personnel Credential (PPS) in school psychology, 2) applying for a PPS in school psychology ONLY IF CANDIDATE ALREADY HAS COMPLETED A MASTERS IN COUNSELING WITH EQUIVALENT COURSES, with a culminating experience such as a thesis/project/or comprehensive exam. All candidates wanting to be admitted to the school psychology program will need to apply to the program, fulfill requirements, and be admitted. Equivalency of prior taken courses must be established.

### **Financial Aid**

The university has a variety of grants, loan funds, scholarships, fellowships and part-time employment opportunities designed to financially assist candidates. Contact the Financial Aid Office on campus at the Candidate Services Building lobby; telephone (818) 677-3000. The website address for the Financial Aid Office is: [www.csun.edu/finaid/](http://www.csun.edu/finaid/) The Oviatt Library and the Financial Aid Office have a section of publications available on financial aid. Other libraries and bookstores as well as the World Wide Web have additional information .

## Scholarship Opportunities

Several opportunities to apply for scholarships and fellowships are available to graduate candidates. Candidates are encouraged to inquire with the Graduate Studies Office or review their webpage regarding possible scholarships for graduate candidates. The Financial Aid Office is also a good resource for scholarships.

### **Exiting**

Near the end of the candidates' final semester, after completion of all coursework with a B or better, completion of practica (fieldwork) and the internship experience and hours, completion of the Performance Based Outcomes and all program requirements, PRAXIS II in school psychology, positive ratings on dispositions, and completion of thesis, project, or comprehensive exam, candidates will proceed to "check out" with their internship instructor to make sure all program requirements have been completed. Upon determining that all program requirements have been completed and that the candidate has been determined to exhibit competency in all standards with either a course grade of B or better and a rating of 3 or better on all rubrics used to rate competency, the candidates is allowed to graduate and apply for his/her credential. Candidate dispositions are also assessed based on the rubric used to evaluate the culminating experience (e.g., comprehensive exam, project, or thesis).

### **Graduation**

Application for graduation is required one semester prior to the planned graduation date. See the Culminating Activities Bulletin available in the EPC Department Office or on the department webpage. Candidates should file the **Application for Graduation** (with the required fee) with the Office of Admissions and Records. Submission of this form will generate a graduate evaluation for the candidate. In addition, graduate candidates should notify the Graduate Evaluation Services in the Graduate Studies Office regarding the month they expect to complete requirements for the Masters degree.

Candidates who do not graduate in the semester for which they originally apply must submit a form requesting Change in Graduation date and pay the required fee to change their graduate date.

Graduate candidates are required to be enrolled at the university during the semester of graduation. Candidates graduating during the summer must be enrolled for at least one semester unit. The course for the Thesis/Project, (EPC 698C) must be taken within the last year of graduation. Should additional time be required to complete the Thesis/Project, candidates would enroll in 1-3 units of Independent Study signed by the Chair of the committee. Candidates should be certain that members of the project/thesis committee will be available to give final approval for the culminating experience. **Candidates should be aware that many professors are not (nor are required to be) available in the summer months.** In the Spring and Fall semesters, having fulfilled all other requirements in prior semesters and summer sessions and with the chairperson's approval, candidates may receive permission from the department

Graduate Coordinator to register in Concurrent Enrollment for one unit of EPC 699A. This is ordinarily allowed for candidates who have completed the majority of their culminating activity preparation.

Candidates should inform the Credential Preparation Office (CPO) of their intent to graduate early in the semester of graduation. **You are expected to have a cap and gown for the graduation ceremony.** A hood signifying the Masters degree will also be required. These items may be rented from the bookstore. Information is provided by the CPO. Candidates may request any faculty member or member of the Steering Team for school psychology to bestow the Master's degree hood at the ceremony.

### **Academic Honors**

Candidates with a Grade Point Average (GPA) of 3.885 or better will graduate with distinction appended to the Masters degree and transcript. The university hosts a special award ceremony prior to graduation for candidates who achieve this distinction. In addition, there are honor societies on campus such as Phi Kappa Phi that invites candidates who maintain a high GPA to join.

### **How to Obtain the PPS Credential in School Psychology**

When a graduate candidate/candidate has successfully completed all courses, fieldwork, internship, and the thesis, project or comprehensive exam he/she can apply for the credential in school psychology. In order to do so, the candidate must request a program evaluation review from a school psychology program coordinator. The program coordinator will review a portfolio of documents required of the candidate to obtain the credential. The portfolio is to include the following documents:

- 1) a copy of a university transcript showing successful completion of all courses required in the program;
- 2) a copy of logs showing at least 450 fieldwork hours and 1200 internship hours and signed by both the field site supervisor and the university practicum or fieldwork course instructors;
- 3) fieldwork agreements for each field site;
- 4) verification forms for at least 24 hours of professional workshop attendance;
- 5) fieldwork/internship evaluations for each semester enrolled in one of these courses;
- 6) signed Performance Outcome Forms for Fieldwork and Internship Training;
- 7) required rubrics;
- 8) required evaluation forms; and
- 9) all back-up documentation required by the fieldwork/internship evaluations.
- 10) Evidence of passing the PRAXIS II
- 11) and other forms or requirements as specified by fieldwork or internship instructors.

The program coordinator who reviews the candidate's file will meet with the candidate to complete the **School psychology program Review Form**. This review and final interview with the candidate should address any statements of concern placed in the candidate's file and identify what the candidate has done to address that concern. Other concerns that the program coordinator has regarding the candidate's readiness to serve as a professional school psychologist should be addressed in this interview. The program coordinator must approve the candidate's program completion and readiness to serve as a professional school psychologist by signing the review form, noting that the candidate has successfully completed all requirements for the Pupil Personnel Services Credential in School Psychology and recommending the candidate for the credential.

If it is determined that the candidate is ready to exit the program, the program coordinator provides the candidate with a copy of the Program Review letter of completion to take to the credential office, places the original in the candidate's file, and has the department secretary send a copy to the Credentials Preparation Office (CPO). The candidate can bring the completed Program Review Form to the CPO or wait until a copy of the form is received from the department office. The candidate completes the application for the Pupil Personnel Service Credential provided by the CPO and provides a cashier's check for the appropriate fee. The CPO will verify that the candidate has successfully completed program course requirements for the credential and has passed the CBEST Examination. The CPO also verifies that the candidate has no state or federal record of arrest and conviction (or approved response to such record). With all requirements and criteria verified, the CPO will issue a letter to the Commission on Teacher Credentialing (CTC) along with the candidate's application stating that the candidate has met the requirements for the credential and has been recommended for the credential. *The copy of the letter from the CPO will be sent to the applicant and will serve as the credential until the official credential is received from the CTC.*

If it is determined that the candidate is not ready to exit the program, the program coordinator, internship instructor, other relevant faculty or supervisors, and the candidate will meet to discuss areas of weakness. Appropriate steps will be discussed in regards to remediation or discuss whether the candidate should be disqualified from completing the program. A referral to the candidate affairs committee will be made.

### **Employment Information**

Contacts candidates make through their practicum and field experience often lead to employment opportunities. This may occur while a candidate is taking program courses and working at a field site or once the candidate has graduated and obtained the PPS credential. School psychology program coordinators post notices of employment opportunities on the bulletin boards outside their offices. Similar notices are posted on the department bulletin board. The Career Center (located in University Hall, room 105) receives many notices of psychology and other jobs in schools. When seeking employment, contact with the Career Center is recommended. The Los Angeles County Office of Education also has listings of employment opportunities in the county. Candidates may also contact school district offices and ask to be placed on a mailing list for job openings.

## **Change of Address or Telephone Contact Number**

Candidates who move or change their phone number(s) or electronic mail address, should notify the program coordinator and the EPC Department Office as well as the Office of Admissions and Records and the Credentials Office as soon as possible in order to continue to receive important information. Each of these areas has a specific form to complete and submit.

### **Moving Out of State**

Candidates who move out of California to reside in another state will need to apply for the school psychology credential in that state. Some states may require a course in their state laws pertaining to children and schools. The School psychology program will be seeking NASP accreditation to facilitate this process in the future.

### **Liability**

Under the laws of the State of California, a School Psychology candidate or intern working with children in schools is held to the same standards as other school employees. This includes the same legal and ethical standards and obligations as well as knowledge of all pertinent laws. Candidates are expected to know and follow the laws and ethical guidelines of the school psychology profession.

Candidates should not expect to be covered by the liability insurance of the school district or school site where they obtain their practicum or fieldwork experience. The school's first obligation is to protect itself from legal liability. Similarly, the university may not provide liability insurance. Since the needs of institutions may come into conflict with candidate needs, **candidates will need to have professional liability insurance coverage as part of practica and internship courses for a minimum of 3,000,000.**

The National Association of School Psychologists provides liability insurance. Organization membership is generally a requirement for purchasing liability insurance.

NASP  
4340 East West Highway, Suite 402  
Bethesda, MD 20814  
Phone (301) 657-0270  
Fax (301) 657-0275

Website address: [www.nasponline.org](http://www.nasponline.org)

Candidates are advised to check other insurance sources for liability coverage. Listing of organizations in this handbook implies no endorsement or recommendation of their insurance liability policies.

Discounted candidate rates apply only while candidates are in the Masters degree program. Upon graduation, status for insurance purposes changes, and candidates are no longer eligible for coverage under candidate discounted rates. As a professional school psychologist, graduates will have to pay professional insurance rates. Candidate professional liability insurance policies generally cover only those activities which are part of and a requirement of the curriculum as a school psychology candidate. They do not cover any work setting that is not part of curricula requirements.

Some professional organizations that offer liability insurance also provide a toll-free hot line that allows candidates to call an attorney with questions regarding potential situations that could lead to allegations being made against them. This is a free service and benefit of membership in certain organizations.

**For various program forms please see appendices.**

**Appendix A1: Practicum in School Psychology/Internship Agreement**

**School Psychology Program**  
Department of Educational Psychology and Counseling  
California State University, Northridge

**FIELDWORK AGREEMENT**

**PRACTICUM IN SCHOOL PSYCHOLOGY Year\_\_\_\_\_**

**INTERNSHIP IN SCHOOL PSYCHOLOGY Year\_\_\_\_\_**

**THIS AGREEMENT IS BY AND BETWEEN**

Department of Educational Psychology and Counseling  
California State University, Northridge  
Northridge, CA 91330-8265  
(818) 677-2599

**AND:**

Agency or School: \_\_\_\_\_

Area (if more than one service location): \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: (        )\_\_\_\_\_

E-mail: \_\_\_\_\_

**AND:**

Candidate Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Home Phone: (        )\_\_\_\_\_ Work Phone: (        )\_\_\_\_\_

E-mail: \_\_\_\_\_

**FOR THE PURPOSE OF PROVIDING FIELDWORK IN SCHOOL PSYCHOLOGY  
FOR THE ABOVE NAMED CANDIDATE**

FOR THE PERIOD OF \_\_\_\_\_ to \_\_\_\_\_

IT IS MUTUALLY AGREED:

- a) That the above named agency or school will provide the following services and supervision:
  - a) An orientation to the agency or school, definition of specific student duties, and supervisor's responsibilities.
  - b) Supervision performed by: \_\_\_\_\_  
Degree(s)/Credential(s)/License(s) and Dates granted:  
\_\_\_\_\_  
\_\_\_\_\_

Major field of study: \_\_\_\_\_

Relevant work experience: \_\_\_\_\_

1. Weekly minimum of two-hour individual mentoring, training, and supervision of candidate.
2. Weekly review and approval of candidate's weekly fieldwork log.
3. Weekly mentoring, guidance, and monitoring of candidates progress.
3. Supervision of the candidate in accordance with the guidelines established by the agency or school, keeping in mind Standards for Supervisors set forth by the National Association of School Psychologists, including, but not limited to a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; provision for participation in continuing professional development activities; release time for internship supervision; and a commitment to the internship as a diversified training experience.

b) That candidate will:

1. Be at the agreed upon location on the following days at the following times:

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---

1. Be assigned the following specific duties and responsibilities:

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2. Attend fieldwork course meetings at California State University, Northridge.

3. Keep a log of time spent, which will be reviewed and signed by the field site supervisor.
4. Complete other assignments of the University fieldwork professor.

c) That the School Psychology Program, California State University, Northridge, will:

1. Advise the candidate as to departmental, University, State and Commission on Teacher Credentialing requirements, involving fieldwork.
2. Orient all supervisors to the Commission on Teacher Credentialing and NASP standards and requirements.
3. Provide fieldwork course meetings to discuss common problems and experiences, as well as to assist candidates in case study presentations and other areas of concern.
4. Provide additional experiences, including opportunities for supervision of video or audio taped counseling sessions, professional seminars, and referral sources.
5. Maintain periodic contact with the field site supervisor and the candidate to discuss the candidate's progress, including no less than one on-site visit by the candidate's University professor for the purpose of meeting with the field site supervisor.

6. Maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that any one of the parties is not meeting the conditions, it is imperative that all three parties meet at the earliest possible date to discuss why these expectations have not been satisfied.

THE FOLLOWING SIGNATURES VERIFY AGREEMENT TO THE ABOVE STATED CONDITIONS:

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Fieldsite Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

University Professor: \_\_\_\_\_ Date: \_\_\_\_\_

FW #5  
RRM (3/91, Revised 8/2017)

**Appendix A2: Hour logs**  
**California State University, Northridge**  
**Department of Educational Psychology and Counseling**  
**School psychology program**

**FIELDWORK (PRACTICUM) /INTERNSHIP LOG**

Weekly Summary of Hours of Experience	Year 20_____					
Date						Total Hours
Individual Counseling						
Group Counseling						
Individual Consultation (with teacher, staff and parents)						
Group or Systems Collaboration/ Consultation (SST, Triad meetings, IEP's, etc.)						
In-Service Presentations						
Assessment (Individual Testing)						
Report Writing						
Data Based Case Studies: Academic Intervention						
Data Based Case Studies: Behavioral Intervention						
Crisis Intervention						
Staff Meetings						
Professional enrichment (submit documentation)						
Case Preparation Research						
Supervision (individual)						
Supervision (group)						
Total for week						

Work Setting \_\_\_\_\_

Cumulative Total Hours \_\_\_\_\_ Supervisor's Signature \_\_\_\_\_

## **Appendix A3**

### **THE END OF THE SECOND YEAR AT CSUN**

#### **TIPS FOR SEEKING AN INTERNSHIP**

1. Start early and take into consideration that you have worked as a fieldwork candidate at a particular level and now you will have to work in a different district and at a different level.
2. Attend the California Association of School Psychologists (CASP) conference; many districts will be represented there.
3. Once a district knows you are looking for an internship they will take into consideration that you are a candidate, and determine how much you already know versus how much they will have to teach you.
4. Don't panic if you haven't received a call by April or May. Many districts are still in the process of hiring school psychologists, and they select intern candidates after this process is completed.
5. If you are still worried, call and speak to the director or supervisor of psychological services of that district. Just let them know you are still interested in interning with them and you were wondering if they had hired all interns they need for the coming year.
6. Many districts have their own pre-school programs. If you work for such a district for your internship, especially if they have year round campuses, you may get paid for your pre-school internship.
7. Join CASP and NASP. By doing so you will be notified of all upcoming conventions, receive information regarding insurance, literature and information on updated testing materials. CASP provide its members with a monthly newsletter and NASP provides journals, which may be used in your coursework at CSUN.

## **Appendix A4**

### **PRACTICUM GUIDELINES**

1. Candidates will work with the instructor to secure a mutually acceptable fieldwork site, if candidate does not yet have one secured.
2. Candidates must devote a minimum of 1-2 full days (or equivalent) in the fieldwork placement with two hours of supervision per week.
3. Fieldsite supervisor must hold a valid PPS credential in School Psychology and have at least two years of experience as a school psychologist.
4. Candidates should note the following requirements of their fieldwork based on the standards of the California Commission on Teacher Credentialing:

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

- a. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
- b. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (i.e., private schools, community mental health centers). This must be cleared with instructor based on: fieldwork evaluations being appropriate to the program objectives; whether the experience is accomplished through on campus or off-campus placements or through practical application components of separate courses. The evaluation also seeks to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the candidate's progress and the suitability of the various characteristics of the experience.
- c. The supervision and principal responsibility for the fieldwork experience typically remains with faculty of the training program in coordination with field-based professionals. Whether provided by faculty or a field-based professional, fieldwork supervision must be provided by an experienced (minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience.
- d. Fieldwork is offered for academic credit is a direct extension of program training goals and objectives, and has concurrent instruction provided as a part of the experience.
- e. All fieldwork experiences will be evaluated.
- f. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 300 clock hours across a second, third, or fourth field experience setting. These 300 hours can be accrued in both Fieldwork and the internship field experience settings. Candidates should also have at least 300 hours in an Elementary and High School settings.

5. Candidates will be required to complete 450 hours in fieldwork for 659E&F by the end of the Spring semester of the second year, if candidates are to move on to their internship. Candidates should try to complete half of the hours each semester. Candidates should not exceed the 450 hours by too much because fieldwork and internship hours are not interchangeable. Candidates who have completed their hours for the semester should work on performance based outcomes and aim to get a broader variety of skills and experiences (i.e., special education and various handicapping conditions).
6. Candidates will not be allowed to begin internship hours until all fulfillments for fieldwork (EPC 659EC and FC) are completed.
7. Candidates are to log and detail their fieldwork hours on a daily basis. Hour log will be provided for this purpose. Hours can be distributed for work in observation, consultation with teachers, parents, supervisors, school personnel, and outside agencies, testing, reading records, studying test materials, report writing (including competencies), interviewing, and counseling. Candidates are allowed to use two hours per week for work completed at home that is related to fieldwork. Candidates need to have field site supervisors sign their time logs each week.
8. Time logs should be turned in twice during the semester.
9. Candidates are to adhere to fieldwork hours and regulations including telephoning supervisors when needing to be absent or late. Supervisors must know the whereabouts of the candidate assigned to them at all times.
10. Candidates normally remain in their fieldwork placement for the entire school year, unless other arrangements have been made. Candidates can change placements if there are special circumstances. In the latter event, the candidate will need to meet with the instructor and the fieldwork supervisor before making a change.
11. Candidates are expected to work when public/private school is in session. This may mean working during recess from the university. In addition, fieldwork candidates are expected to behave responsibly as though this experience is a job—by arriving on-time and notifying the school (as well as the supervisor) if you will not be there that day or will be late. Only hours actually worked will count toward the fieldwork hour requirement.
12. Please request regular and specific feedback regarding your performance from your supervisor. You will be formally evaluated at the end of each semester. Evaluation forms will be given to you and your supervisor during the second class meeting. Supervisor evaluation forms are due at the end of each semester.
13. Fieldwork candidates should maintain appropriate and professional attire and conduct at all times.
14. Candidates are required to gain experience at both the elementary and secondary levels.
15. Candidates are also required to have experience in at least two different school districts during fieldwork and internship. Please note: various local districts in LAUSD do not count as separate districts.
16. Candidates having a grade of Incomplete in any class will not be able to begin internship or complete the program until these are cleared.
17. Please refer to class syllabus and attachment of these guidelines for the latest information.

## Appendix A5

### COURSE REQUIREMENTS AND DESCRIPTIONS

#### Course Requirements and Descriptions

##### First Year Requirements

###### First Semester Courses (Fall) – Descriptions

###### **EPC 667: Law and Ethics and Professional Functions of School Psychologists in the schools and private practice**

School Psychology is a profession dedicated to enhancing the educational and mental health needs of all pupils. The purpose of this course is to provide an introduction to the roles and functions of school psychologists as these are guided by the history of the profession, the professional ethical and education standards, and the state and national legal mandates. The students will spend a minimum of 50 hours in the schools getting to know the role of school psychologists and the organization of schools.

###### **EPC 659A: Communication Skills in Counseling**

(Concurrent enrollment in EPC 655). Communication theory and skills, designed to help students develop greater self-knowledge and become aware of their impact on others through participation in group experiences and peer counseling; emphasis on verbal and non-verbal cues, refinement of basic response skills, and the subtleties of language and style.

This course seeks to provide opportunities for personal growth and self-discovery through interpersonal interaction in an open-minded, safe, non-structured environment.

It seeks to facilitate growth in communications skills with increased awareness of one's own interpersonal style and that of others. It also explores ethical considerations in relation to group behavior, and enables candidates to gain skills in journal writing and expanding their awareness of the literature in the counseling field.

###### **EPC 655: Seminar in Counseling Theory and Practice**

(Prerequisite: EPC 451). An advanced course in counseling theory and practice. Influential theories of counseling are analyzed, evaluated and compared. Techniques associated with each theory are examined and practiced. Refinement of the student's personal counseling style is emphasized.

The course provides information and insight into the therapeutic process as advanced by various contemporary theorists. It also provides an experiential laboratory to learn and practice skills essential to the counseling process. A variety of ethical and professional issues are examined; and candidates are encouraged to integrate personal, theoretical and experiential learning so that they may begin to form a personal model of the counseling process.

**EPC 664: Psychological Factors in Neurodevelopmental, Emotional, and Behavioral Disorders in Youth.** An advanced course in atypical development designed to provide students a survey of exceptional children and developmental psychopathology. Biological, familial, and social factors in the etiology and development are covered for specific childhood disorders (including MR and autistic spectrum disorders). Emotional and behavioral disorders (including internalizing and externalizing disorders of childhood; and severe emotional disturbance) are studied from the frame of reference of risk and resilience. Both DSM-IV and school-based criteria for identification/diagnosis and SPED eligibility are included. Students research evidence-based methods of intervention for the primary mental health disorders in children and youth.

#### Second Semester Courses (Spring) – Descriptions

##### **EPC 659B: Practicum**

(Prerequisite: EPC 659A. Concurrent enrollment in EPC 643.) Supervised application of counseling skills in classroom and fieldwork settings, including peer counseling and field counseling sessions.

Course objectives are to introduce candidates to counseling skills through emphasis on Carkhuff's Core Conditions model. Students engaged in videotaped peer counseling and analyze and critique sessions.

##### **EPC 643: Diversity in Counseling**

(Prerequisite: EPC 451.) principles of effective cross-cultural counseling including applicable theories, goals, skills and the techniques. Emphasis on historical and theoretical frameworks, cultural conflict and personal identity, coping vs. personal empowerment; effective intervention models when working with ethnic and linguistic minorities. Designed for mental health personnel in school and community settings.

Course objectives require candidates to present an overview of the field of multicultural counseling and therapy; to examine the phenomena of labeling, stereotyping, and racism and their implications for the psychotherapeutic process; to critically examine from a

EPC 602: Research Principles

(Prerequisite: EPC 600). An introductory course in the techniques, use, presentation, and understanding of research principles in education and counseling and its contribution to the solution of problems.

##### **SPED 610: Program Planning for Special Education**

Regulations, current theory, research findings and model programs are considered and their implications are applied to the selection of appropriate assessment methods, curricular and instructional approaches, and multidisciplinary approaches for educating exceptional students.

Students are required to design a skills continuum, educational objectives, program design and evaluation based on current theory and research; design appropriate curricular and instructional programs, which include the use of computers and other technology, based on theory and

research regarding exceptional students including the culturally and linguistically diverse student; demonstrate an understanding of legislation, regulations and policies as they affect the development and implementation of educational programs for pupils with exceptionalities; synthesize information collected from various sources of assessment; demonstrate an understanding of issues, related to implementation of the IEP, including those related to multidisciplinary team functioning and integration into regular education programs; demonstrate knowledge of research regarding etiologies, characteristics, and theoretical models of identification and intervention with an area of exceptionality; and demonstrate knowledge of sources of information useful in independent program planning.

cultural perspective such issues as clinical diagnoses, forms of treatment, and the socio-political factors which impact on minority groups, especially as it applies to the field of counseling.

The central focus of the course is on ethnic/racial diversity, although attention will be given to gender, sexual preference, and other multicultural issues as they relate to issues of diversity. Candidates examine their own cultural heritage and how this heritage might play itself out in counseling practice. Special attention is given to issues of individual, group, and family counseling with individual from varying cultural backgrounds.

### **EPC 661: Multi-Systemic Behavioral Intervention**

The course will provide comprehensive research based information and best practices on how to assess and intervene with children behavioral disabilities. The course will provide school psychology students with research based approaches when working with students with behavioral and emotional difficulties. A multi-systemic behavioral approach to intervention among systems will be emphasized. The use of functional assessment, behavior intervention and prevention programs for students with behavioral disabilities will be discussed. Additionally, students will learn single-case methodology.

## **Third Semester Courses (Summer Session) Descriptions:**

### **EPC 601: Individual and Group Assessment**

(Prerequisite: EPC 600.) An examination of individual and group assessment instruments and their application in the evaluation of intellectual performance, personality constructs, career interests and interpersonal relations. This course includes historical foundations, nondiscriminatory procedures, ethical standards, and social issues.

Course objectives include assisting the student in evaluating and synthesizing information regarding the theoretical assumptions, psychometric properties, and applicability of individual and group psychological tests; and to assist candidates in acquiring the knowledge, understanding, and skills in the diverse applications of individual and group psychological tests. Students are assisted in synthesizing and integrating information regarding specific psychological tests to effectively perform the following tasks: selection, administration, scoring, interpretation, reporting, and critiquing.

### **EPC 674: Family Development Across the Lifespan**

Study of stress and problems that impinge upon parents and children and interfere with healthy intra-family interactions. Structured observations as assessment. Examination of methods of assessing strengths and problems of child, parent, teacher/care provider and environments. Adapting assessment to settings: home, school, child care settings. Planning strategies for assessment-based intervention and evaluation of effectiveness.

### **Second Year Requirements**

#### Preparation for Second Year

One critical component of the second year is fieldwork. The fieldwork experience is your first professional experience in the School Psychology Program. The purpose of fieldwork is to provide students with closely supervised training at a site in the field, much like an internship. Differences, however, exist between the first year “fieldwork” and the second year “internship.”

(See description of Practicum in school psychology and internship below)

As you begin your search for a fieldwork placement, keep in mind that some directors of psychological services may not be familiar with the fieldwork experience. They may assume you mean an internship. You may need to clarify for them the differences between the two, explaining that as a fieldwork student, you will mainly be observing the field supervisor perform his/her tasks and carrying out isolated tasks to assist the school psychologist. During internship you will be functioning as a school psychologist with limited supervision.

#### Practicum in School Psychology Information

The intent of Practicum in school psychology is to provide the candidate with closely supervised training at a site outside of the department’s environment and in a public school . The site should be congruent with the student’s specialization within the counseling program. In order to insure that the student’s individualized career goals are met in the fieldwork experience, arrangements for fieldwork are negotiated between the student, the Field Site Supervisor, and the student’s University Fieldwork instructor.

#### Fourth Semester Courses (Fall) - Descriptions

### **EPC 663A/L Assessment of Cognitive Development and Skills for Intervention and Lab**

(Co requisite EPC 659EC. SPED 610 is recommended as an introductory course).

This course covers the history, theory and practice of individual assessment. Emphasis is on intellectual abilities testing as it relates to learning and adequate functioning. Supervised practice in test administration, interpretation of data from multiple sources and communication of results for program planning. Students are required to administer quite a few tests, interpret them and write reports. This course is very time-consuming.

Candidates should allow extra time to learn the tests, to locate volunteer students to whom they will administer tests, scoring of tests, and ultimately writing reports. This can take as much as 8-10 hours for one tests.

### **EPC 665 Individual and Group Counseling - Refer to catalog description**

## **EPC 659EC Practicum in School Psychology – Resiliency, Prevention and Crisis Intervention**

This course which covers your work in the field is designed to help the student learn the job of the School Psychologist through actual fieldwork experience as well as coming to class weekly to discuss issues and practices in the public schools. Primary emphasis is on learning the function of a School Psychologist; and increasing psycho-diagnostic skills to a point where the student is able to select, administer, and interpret appropriate assessment measures; learning to work with children, parents, teachers and administrators; acquiring skill in administration and coordinating aspects of the job with campus supervisors. The course has two components (1) a concentration on the field of School Psychology in terms of historical developments, roles and functions, regulations of the profession, accountability, and ethics, and (2) a fieldwork component detailed in a separate document. (See the fieldwork and internship handbook that can be found in the department office or can be purchased at the University bookstore.) During this semester, students are to complete 150 of the 300 fieldwork hours (This number will be increased to 450 at the beginning of the Fall 2001 semester.) clock hours required for the year; in addition, students are to have completed and mastered required competencies. (See fieldwork competencies "E" and "F" attached in Appendix ) Prior to the end of the semester, students are to submit completed evaluation forms from fieldwork supervisors. See Fieldwork and Internship handbook for Evaluation form.)

Note: A directory is provided in the end of this document at Appendix to assist the student in obtaining a fieldwork/internship site. **It is the responsibility of the student to secure his/her own work site in consultation with the fieldwork instructor.** See Appendix for fieldwork guidelines for additional information. The instructor for fieldwork can make referrals to field sites especially those within the Los Angeles Unified school district.

## **EPC 603 Clinical Research and Program Evaluation - Refer to catalog description**

### Fifth Semester Courses (Spring) -

#### **EPC 663B/L Assessment of Social-Emotional Development and Adaptive Skills for Intervention and Lab**

This second course is a continuation of EPC 663A. History, theory and practice of individual assessment is covered with an emphasis on objective and social emotional assessment. Also an emphasis on understanding assessment issues as they relate to special needs children; and understanding special education categories. Supervised practice in test administration, interpretation of data from multiple sources and communication of results for program planning. This course will conclude the two-semester sequence. The course will continue to focus on areas of assessment discussed in the previous semester.

#### **EPC 648 Consultation with Parents, Teachers, and Other Human Service Professionals -**

Consultation within the school community has become a major role for school psychologists. As an alternative to direct one-to-one service to children, consultation offers the advantage of involving more people in the assessment and treatment process and utilizing natural support systems for primary prevention of school related problems. This seminar will include a variety of theoretical orientations, various consultation situations, specific consultation skills, and methods

for evaluating the consultation process. Each class will involve a discussion of the reading assignment, and in-class practice of specific consultation skills. Students will also apply consultation skills in an actual fieldwork case. A particular emphasis of this course will be on the development of multicultural consultation performance standards for diverse populations as well as how to be a change agent and a social advocate in school settings.

### **EPC 659FC Practicum in School Psychology – Resiliency, Prevention, and Crisis Intervention**

This second course is a continuation of EPC 659EC. This course is designed to help the student learn the job of the School Psychologist through actual fieldwork experiences. Primary emphasis is on learning the function of the school psychologist; increasing psycho-diagnostic skills to a point where the student is able to select, administer, and interpret appropriate assessment measures; learning to work with children, parents, teachers, and administrators; acquiring skills in administrative and coordinating aspects of the job. The student will work closely with the field and campus supervisors. The course has two components (1) a concentration on understanding the delivery of psychological services to the school. The focus this semester will be on crisis counseling, intervention and prevention, and (2) the fieldwork component. Completion of 300 fieldwork clock hours (450 clock hours beginning Fall 2001) before going into internship; completion of “E” Competencies and most of the “F” Competencies. (See attached in Appendix .).

#### Sixth Semester Courses ( 2<sup>nd</sup> Year Summer Session)

### **EPC 611 Seminar in Educational Psychology**

Exploration and synthesis of the issues in metacognition, information processing, and evaluation of school-aged children. Students will increase their knowledge and gain greater understanding of the relationship between brain-behavior functions. Students will acquire the knowledge and understanding of the relationship between learning and information processing. Students will become familiar with the current perspectives in School Psychology and the implication for the profession. Students will become familiar with Neuropsychological Processes in relation to school-aged learners.

#### Seventh Semester Courses (Fall) –

**EPC 659GC Internship in School Psychology** –EPC 659GC Internship in School Psychology – (Prerequisites: EPC 659EC&FC) This course corresponds to a full time, year long supervised internship in a multi-cultural school setting for those completing the School Psychologists authorization of the Pupil Personnel Services Credential. As interns, the students are expected to demonstrate professional knowledge and skills of a beginning school psychologist. (See Program Objectives and Performance Outcomes).

### **EPC 697 Comprehensive Studies or EPC 698C Thesis/Graduate Project**

#### Eighth Semester (Spring) Courses

**EPC 659HG Internship in School Psychology** –EPC 659HC Internship in School Psychology – (Prerequisites: EPC 659GC Fall session course) This course corresponds to a full time, year

long supervised internship in a multi-cultural school setting for those completing the School Psychologists authorization of the Pupil Personnel Services Credential. As interns, the students are expected to demonstrate professional knowledge and skills of a beginning school psychologist. (See Program Objectives and Performance Outcomes)

**EPC 697 Comprehensive Studies or EPC 698C Thesis/Graduate Project**

## Appendix A6.....SAMPLE RESUME

### 1. Personal information

Name  
Address  
Telephone/fax number  
E-mail address

### 2. Educational background (in reverse chronological order with most recent experience listed first):

College/university and locations  
Dates attended  
Degrees received  
Major(s) (and minors, if relevant)  
Anticipated date M.S. degree will be completed

### 3. Graduate courses (by course name, not number) which have been completed or are in progress

### 4. Anticipated date M.S. degree will be completed

### 5. Work experience and locations (in reverse chronological order with most recent experience first): Include work unrelated to School Psychology field and attempt, to demonstrate how this work may connect to School Psychology work:

e.g., 1986-1990 Houseparent, Hathaway Children Services Sylmar, California  
Work involved psychology and teaching daily living skills to adolescent boys in residential placement.

### 6. Military experience (if relevant)

### 7. Volunteer work (if relevant or would improve your consideration for fieldwork)

### 8. Membership in professional organizations

### 9. Publications (if any)

### 10. Professional licenses and/or credentials

### 11. Honors (may be listed under the relevant academic program you completed/are completing instead if the honor(s) are related to an academic program.)

### 12. Seminars, workshops and/or professional meetings attended in School Psychology field

### 13. Special skills and/or languages

## SAMPLE LETTER OF INTRODUCTION

Your Name  
Your Address  
Your City, State ZIP

Date

School District to Which you are Writing  
School District's Address

**Attention:** Name of lead psychologist

Dear Sir or Madam: (*Include on the single gender salutation relevant for this lead psychologist named above*)

I am currently enrolled in the Educational Psychology and Counseling Department at California State University, Northridge (CSUN) Michael D. Eisner College of Education where I am pursuing a Master's of Science degree in Educational Psychology, with a specialization in School Psychology. I hold a Bachelors of Science degree from \_\_\_\_\_ in \_\_\_\_\_.

I am interested in an internship position with your district for the XXXX-XXX+1 academic year. My fieldwork hours are currently being fulfilling at \_\_\_XYZ School\_\_\_\_\_ in the \_\_\_\_\_ School District.

As a fieldwork candidate I have had the opportunity to assess children with a variety of alternative techniques, including cognitive (WISC-3, K-ABC, TONI-3), achievement (WJ-R, WRAT-3, KTEA, PIAT-R), and processing devices (TAPS-R, MVPT-R, VMI, Bender, CREVT); interpret the results; and write psycho-educational reports. I have attended and participated in SSTs and IEPs (also *note grade levels worked with, workshops attended and presented*). Furthermore, I have facilitated individual and group psychology sessions with multi-cultural and varying socio-economic status children.

I understand that your district provides a comprehensive training program for its Interns and would appreciate the opportunity to interview for a position in this district. I may be contacted at the following phone number:(XXX) YYY-ZZZZ or via electronic mail at Professional.Sounding.E-mail@csun.edu.

Sincerely,

## Appendix A7

### **Directory of School Districts in Southern California**

Acton Unified School District  
 32248 N. Crown Valley Rd.  
 Acton, CA 9351000068  
 (661) 269-5999  
 (661) 269-0750

Antelope Valley Union High School District  
 44811 North Sierra Highway  
 Lancaster, CA 93534-3226  
 (661) 948-7655  
 David Rich – Director, Candidate Support Services/Special Education

Beverly Hills Unified School District  
 255 S. Lasky Dr.  
 Beverly Hills, CA 90212-3697  
 (310) 551-5100  
 Nancy Wolf, Director Special Pupil Services

Burbank Unified School District  
 330 N. Buena Vista St.  
 Burbank, CA 91505  
 (818) 558-4600  
 Sandra Gaynon, Director Special Education and Psychological Services

Castaic Union School District  
 31616 N. Ridge Route Rd.  
 Castaic, CA 91384  
 (661) 257-4500  
 Sandra Sumber Director of Special Education,  
 District Psychologist, Head  
 Start/Preschool

Culver City Unified School District  
 4034 Irving Pl.  
 Culver City, CA 90232-2848  
 (310) 842-4200

Downey Unified School District  
 Gallego Administration Center  
 11627 Brookshire Ave.  
 P.O. Box 7017  
 Downey, CA 90241  
 (310) 904-3500

Stanley Hanstad, Director Pupil Services  
 Eastside Union School District  
 6742 East Avenue H  
 Lancaster, CA 93535  
 (661) 946-2813  
 Patrick Murphy – Supervising Psychologist

Glendale Unified School District  
 223 N. Jackson St.  
 Glendale, CA 91206-4388  
 (818) 241-3111  
 J. Cicekci, Psychologist

Hacienda La Puente Unified School District  
 15959 E. Gale Ave.  
 P.O. Box 60002  
 City of Industry, CA 91716-0002  
 (818) 933-1000

Inglewood Unified School District  
 401 S. Inglewood Ave.  
 Inglewood, CA 90301  
 (310) 419-2500  
 Dr. Liza Daniels, Director of Pupil Personnel Services

Lancaster School District  
 44711 N. Cedar Avenue  
 Lancaster, CA 93534  
 (661) 948-4661  
 Sherry Holt-Burgos – Lead Psychologist

Las Virgenes Unified School District  
 4111 N. Las Virgenes Rd.  
 Calabasas, CA 91302  
 (818) 880-4000  
 Joseph Nardo, Director of Pupil Services

Los Angeles Unified School District  
 District Psychological Services  
 644 West 17th Street, Bungalow A  
 Los Angeles, CA 90015  
 Rene Gonzalez, Director

Lynwood Unified School District  
 11321 Bullis Rd.  
 Lynwood, CA 90262  
 (310) 886-1600  
 Robert Simpson, Director Pupil Personnel Svcs.

Monrovia Unified School District  
 325 E. Huntington Drive  
 Monrovia, CA 91016  
 (626) 359-9181  
 Dr. Georgia Maurizio, Director Pupil Services-  
 Program Specialist

Newhall School District  
 25375 Orchard Village Rd.  
 Valencia, CA 91355  
 (661) 286-2200  
 DD Despard, Director Pupil Services

Norwalk-La Mirada Unified School District  
 12820 S. Pioneer Blvd.  
 Norwalk, CA 90650  
 (310) 868-0431  
 Dr. Roberta DeLuca, Assistant Superintendent  
 Educational Programs

Palmdale School District  
 39149 N. Tenth Street East  
 Palmdale, CA 93550  
 (661) 947-7191  
 Michael Geisser – Director of Psychological  
 Services

Pasadena Unified School District  
 351 S. Hudson Ave.  
 Pasadena, CA 91109  
 (626) 795-6981  
 Louis Ayala Director, Candidate Support  
 Services

Pomona Unified School District  
 800 S Garey Ave.  
 P.O. Box 2900  
 Pomona, CA 91769  
 (909) 397-4800  
 William Stelzner, Director Pupil Resources

William S. Hart Union High School District  
 21515 Redview Dr.  
 Santa Clarita, CA 91350-2948  
 (661) 259-0033

Richard Trivett – Lead Psychologist  
**ORANGE COUNTY**

Capistrano Unified School District  
 32972 Calle Perfecto  
 San Juan Capistrano, CA 92675  
 (714) 489-7000

Garden Grove Unified School District  
 10331 Stanford Ave  
 Garden Grove, CA 92840  
 (714) 663-6000  
 William Langan, Director Special  
 Education/Candidate Services

Irvine Unified School District  
 5050 Barranca Pkwy  
 Irvine, CA 92714-4698  
 (714) 651-0444

Laguna Beach Unified School District  
 550 Blumont St.  
 Laguna Beach, CA 92651  
 (714) 497-7700

Santa Ana Unified School District  
 1601 E. Chestnut Ave.  
 Santa Ana, CA 92701-6322  
 (714) 558-5501  
 Peggy Adin Director Pupil Support Services

## RIVERSIDE COUNTY

Moreno Valley Unified School District  
 25634 Alessandro Blvd  
 Mail: 13911 Perris Blvd  
 Moreno Valley, CA 92553  
 (909) 485-5600

Riverside Unified School District  
 3380 14th Street  
 P.O. Box 2800  
 Riverside, CA 92516  
 (909) 788-7134

Temecula Valley Unified School District  
 31350 Rancho Vista Rd.  
 Temecula, CA 92592-6202  
 (909) 676-2661

Val Verde Unified School District  
 975 E. Morgan Rd.  
 Perris, CA 92571  
 (909) 940-6100  
 Jason Siegal, Pupil Personnel Services

## **VENTURA COUNTY**

Conejo Valley Unified School District  
 1400 E. Janss Road  
 Thousand Oaks, CA 91362-2133  
 (805) 497-9511  
 Linda Calvin, Associate Director Pupil Services

Fillmore Unified School District  
 627 Sespe Avenue  
 P.O. Box 697  
 Fillmore, CA 93016  
 (805) 524-0280

Moorpark Unified School District  
 30 Flory Avenue  
 Moorpark, CA 93021  
 (805) 378-6300  
 Frank DePasquale, Assistant Superintendent  
 Instruction and Support Services

Ocean View Elementary School District  
 2382 Etting Rd.  
 Oxnard, CA 93033  
 (805) 488-4441

Jay Borenstein, Coordinator, Psychological  
 Services  
 Ojai Unified School District  
 414 E. Ojai Ave  
 P.O. Box 878  
 Ojai, CA 93024-0878  
 (805) 640-4308  
 Martin Babayco, Psychologist and Director of  
 Special Education

Pleasant Valley School District  
 600 Temple Avenue  
 Camarillo, CA 93010  
 (805) 482-2763  
 Catherine Cartwright, Director Special Services

Simi Valley Unified School District  
 875 E. Cochran Street  
 Simi Valley, CA 93065  
 (805) 520-6500

Ventura Unified School District  
 120 E. Santa Clara Street  
 Ventura, CA 93001  
 (805) 641-5000  
 Ricardo Nargie Director, Special Education and  
 Pupil Personnel Services

## Appendix A8

California State University Northridge  
 Michael D. Eisner College of Education – Department of Educational Psychology and Counseling  
 School psychology program

### CANDIDATE EVALUATION FOR FIELDWORK / INTERNSHIP

Name of Candidate \_\_\_\_\_ Date \_\_\_\_\_

Name of Supervisor/Evaluator \_\_\_\_\_

Name of School District/Agency \_\_\_\_\_

#### **KNOWLEDGE BASE:**

Please use the following scale to respond to the items in this section. Please note that this section refers to the candidate's **knowledge** of the various areas specified.

5	4	3	2	1	0
Excellent Knowledge	More than Knowledge	Adequate Knowledge	Minimal Knowledge	No Knowledge	Unknown or Not Applicable

Rate the candidate's **KNOWLEDGE** in the following areas:

1. \_\_\_\_\_ **human development.**
2. \_\_\_\_\_ **human learning.**
3. \_\_\_\_\_ **biological bases of behavior.**
4. \_\_\_\_\_ **multicultural differences.**
5. \_\_\_\_\_ **ethics** in regards to school psychology.
6. \_\_\_\_\_ **law** in regards to school psychology.
7. \_\_\_\_\_ **the role of a school psychologist.**
8. \_\_\_\_\_ **intellectual assessment administration and interpretation.**
9. \_\_\_\_\_ **socio-emotional assessment administration and interpretation.**
10. \_\_\_\_\_ **behavioral assessment and functional assessment.**
11. \_\_\_\_\_ **empirically based behavioral interventions.**

(continued)

12. \_\_\_\_\_ **empirically based academic interventions.**
13. \_\_\_\_\_ **individual counseling of school age candidates.**
14. \_\_\_\_\_ **group counseling of school age candidates.**
15. \_\_\_\_\_ **consultation.**
16. \_\_\_\_\_ **conducting statistics and applied research.**
17. \_\_\_\_\_ **conducting program evaluation.**
18. \_\_\_\_\_ **systems theory and systemic interventions.**
19. \_\_\_\_\_ **problem solving model.**
20. \_\_\_\_\_ **using a practitioners-scientist approach.**
21. \_\_\_\_\_ **using data to evaluate the effectiveness of his/her services** in regards to interventions, counseling, and consultation.
22. \_\_\_\_\_ **regarding agencies and programs** serving special needs children and their families. (This involves knowledge of community agencies, as well as other agencies such as regional centers or other mental health agencies.)

Please make comments in terms of strengths and weaknesses related to this candidate's **knowledge** or preparation in the various areas mentioned above: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued)

**COMPETENCE:**

Please use the following scale to respond to all of the items in this section. Please note that this section refers to the candidate's **competence** in the various areas specified. Competence is defined by his/her ability to perform the various functions.

5 Excellent Competence	4 More than Adequate Competence	3 Adequate Competence	2 Minimal Competence	1 No Competence	0 Unknown or Not Applicable

Please rate the candidate's **COMPETENCE** in:

23. \_\_\_\_\_ using **ethical guidelines**.
24. \_\_\_\_\_ following the **law**, especially as it relates to school psychology.
25. \_\_\_\_\_ following guidelines set forth by **IDEA and Section 504**.
26. \_\_\_\_\_ working with **candidates, parents, and other professionals from different cultural backgrounds**. (This involves knowing about acculturation, assimilation, being respectful toward their differences, and knowing about cultural issues with various groups.)
27. \_\_\_\_\_ working with **candidates who speak a language other than English**. (This involves knowing about second language development issues, using interpreters if necessary or referring out when necessary, valuing their differences, and knowing about the issues involved when working with this population.)
28. \_\_\_\_\_ working with **parents and other professionals who speak a language other than English**. (This involves being respectful, using interpreters if necessary, valuing their differences, and knowing about the issues involved when working with this population.)
29. \_\_\_\_\_ using **developmental, cognitive, learning, and social theories when developing a hypothesis**.
30. \_\_\_\_\_ using **informal data through formal observations** to assist him/her derive at a good working hypothesis.
31. \_\_\_\_\_ using **effective interviewing techniques** to help him/her derive at a good working hypothesis.
32. \_\_\_\_\_ **intellectual assessment administration and interpretation**.
33. \_\_\_\_\_ **socio-emotional assessment administration and interpretation**.

(continued)

Please rate the candidate's **COMPETENCE** in:

34. \_\_\_\_\_ **interpreting psychometric data and integrating it to derive at a good working hypothesis.**
35. \_\_\_\_\_ **using a working hypothesis to derive appropriate and empirically based academic recommendations and interventions for candidates.**
36. \_\_\_\_\_ **using a working hypothesis to derive appropriate and empirically based behavioral recommendations and interventions for candidates.**
37. \_\_\_\_\_ **writing comprehensive psycho-educational reports that address areas of disability and describe appropriate recommendations based on data gathered.**
38. \_\_\_\_\_ **conducting a behavioral and functional assessment.**
39. \_\_\_\_\_ **conducting direct behavioral interventions.**
40. \_\_\_\_\_ **describing appropriate academic interventions in reading.**
41. \_\_\_\_\_ **describing appropriate academic interventions in math.**
42. \_\_\_\_\_ **describing appropriate academic interventions in written language.**
43. \_\_\_\_\_ **using appropriate individual counseling techniques with school age children.**
44. \_\_\_\_\_ **using appropriate group counseling techniques with school age children.**
45. \_\_\_\_\_ **conducting consultation from entry to evaluation of interventions.**
46. \_\_\_\_\_ **conducting applied research in the schools.**
47. \_\_\_\_\_ **conducting a program evaluation in the schools.**
48. \_\_\_\_\_ **using the problem solving model.**
49. \_\_\_\_\_ **using a practitioners-scientist approach.**
50. \_\_\_\_\_ **organizing, preparing, and conducting in-services for parents and teachers.**
51. \_\_\_\_\_ **using data to evaluate the effectiveness of his/her services in regards to interventions, counseling, and consultation.**

(continued)

Please make comments in terms of strengths and weaknesses related to this candidate's **competence** in the various areas mentioned above: \_\_\_\_\_

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### **INTERPERSONAL AND COMMUNICATION SKILLS:**

Please use the following scale to respond to all of the items in this section. Please note that this section refers to the candidates **interpersonal and communication skills**:

5	4	3	2	1
Excellent	Above Average	Average	Below Average	Poor

52. The candidate has \_\_\_\_\_ skills in **relating and communicating with candidates**.
53. The candidate has \_\_\_\_\_ skills in **relating and communicating with parents**.
54. The candidate has \_\_\_\_\_ skills in **relating and communicating with teachers**.
55. The candidate has \_\_\_\_\_ skills **relating and communicating with administrators and other professionals**.
56. The candidate has \_\_\_\_\_ **professional behavior, as defined by being punctual and responsible for appointments and meetings**.
57. The candidate has \_\_\_\_\_ **professional appearance, grooming, and demeanor**.
58. The candidate has \_\_\_\_\_ **listening skills**.
59. The candidate has \_\_\_\_\_ **ability to receive constructive criticism**.
60. The candidate has \_\_\_\_\_ **skills in time management and meeting due dates**.
61. The candidate has \_\_\_\_\_ **skills in initiative, independence, and flexibility**.
62. The candidate has \_\_\_\_\_ **skills in participating effectively in Candidate Study Team (or Child Study Team) and Individualized Education Plan meetings**.
63. The candidate has \_\_\_\_\_ **skills in assisting and supervising other lesser trained fieldwork or internship candidates**.

(continued)

64. The candidate demonstrates \_\_\_\_\_ **maturity of judgment.** (The candidate makes appropriate decisions, reports problems to supervisor, accepts critical guidance, appropriately implements supervisor's suggestions)
65. The candidate has \_\_\_\_\_ skills in **maintaining appropriate professional behavior with candidates and others.**
66. The candidate has \_\_\_\_\_ skills in **seeking assistance and supervision when needed.**

Please make comments in terms of strengths and weaknesses related to this candidate's **interpersonal and communication skills:**

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If weaknesses were indicated above, please specify your recommendations and concrete steps you would like the candidate to take.

<b>Area of Performance</b>	<b>Recommendations</b>
1. Knowledge Base	
2. Competence	
3. Interpersonal and Communication Sk	

**Please share this evaluation with candidate. If you experience any problems or see areas which need to be addressed, please contact internship supervisor as soon as possible or contact Dr. Wilda Laija-Rodriguez at 818-677-7889 or e-mail her at [wilda.laija@csun.edu](mailto:wilda.laija@csun.edu)**

Please let us know the following:

The candidate and I met together and discussed this evaluation. \_\_\_\_\_ yes \_\_\_\_\_ no (If so, when?)  
\_\_\_\_\_  
\_\_\_\_\_

The candidate has my permission to read this evaluation. \_\_\_\_\_ yes \_\_\_\_\_ no

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## Appendix A 10

### Department of Educational Psychology and Counseling **Procedures for Candidate Delay/Withdrawal**

#### 1. Preliminary Steps:

- A. If a candidate's continued participation in a department program is in doubt, it is understood that faculty will routinely discuss that candidate's progress with other concerned faculty.
- B. If one or more faculty has a serious concern about a candidate, he/she will describe the behavior or performance in question using **FORM A** (Statement of Concern) and place a copy in the candidate file in the department office.
- C. Faculty members acquainted with the candidate, including the chair of the Candidate Affairs Committee, may confer about any candidate for whom such a statement has been filed and make suggestions to the candidate, if appropriate.
- D. If the behavior or performance in question continues or if the incident(s) is sufficiently severe, a faculty member may initiate a delay/withdrawal procedure after completing **FORM A**.
- E. A faculty member will initiate candidate delay/withdrawal procedures by completing **FORM B** (Faculty Initiated Recommendation for Delay/Withdrawal from Program) and submitting this form to the department chair.
- F. The faculty member will contact the candidate and notify him/her of the recommendation. As soon as feasible, the faculty member will give, email, or mail a copy of the completed **FORM B** and this packet of Delay/Withdrawal procedures to the candidate. The candidate will have, from the date of receipt of **FORM B**, ten (10) school/working days to file an appeal of the recommendation (**FORM B1**).
- G. If there is no appeal, the recommendation is acted upon and placed in the candidate's file.

#### 2. If the candidate appeals:

- H. He/She will file a petition (**FORM B1**) with the department chair, requesting that further consideration be given to his/her continuing the program.
- I. The department chair will distribute blank copies of **FORM C** (Information Form for Faculty Initiated Delay/Withdrawal From Program) to faculty members who have had the candidate in class or in an advisor capacity. These faculty members will be asked to

complete **FORM C** and return it to the department chair by a specified date (usually a one week period).

- J. After the specified date, the department chair will forward copies of **FORMS B, B1, and C** to the Candidate Affairs Committee, who then may support the candidate's appeal or establish an *ad hoc* Examining Committee of two faculty members and one former candidate (alumnus), who are unacquainted with the petitioning candidate.

EPC Department Procedures for Delay/Withdrawal  
Page 2 of 2

- K. The Examining Committee will meet with the candidate and contact the involved faculty member(s). The candidate may bring an advocate or fellow candidate along to this meeting.
3. After meeting with the candidate and faculty members and reading any pertinent materials (including **FORMS A, B, B1 and C**):
- L. The *ad hoc* Examining Committee will make a recommendation in writing to the Candidate Affairs Committee concerning the candidate's Delay/Withdrawal from the Program.
- M. The *ad hoc* Examining Committee can recommend that the candidate:
- Continue in the program without delay.
  - Continue in the program, but with certain stipulations, such as participating in a special program, to meet the criteria established by the *ad hoc* Examining Committee.
  - Be delayed from continuing in the program until the candidate meets certain stipulations, such as gaining more experience or participating in special programs, to meet the criteria established by the *ad hoc* Examining Committee.
  - Be withdrawn from the department program.
4. The recommendation of the *ad hoc* Examining Committee:
- N. Is reviewed by the Candidate Affairs Committee, and is forwarded to the department chair, along with a written recommendation by the Candidate Affairs Committee to accept or reject the recommendation of the *ad hoc* Examining Committee.
- O. Is received by the department chair along with the recommendation from the Candidate Affairs Committee, and the department chair will then make the final decision concerning the candidate's delay/withdrawal from the program.

##### 5. Final Dispensation

- P. The candidate will be notified in writing of the department chair's decisions, including any stipulations regarding continuing in the program or re-admittance to the program.
- Q. A copy of this letter will be placed in the candidate's file.
- R. Notice of the action (**FORM D**) will be sent to department faculty members.

## DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Statement of Concern (Form A)

Name of Candidate \_\_\_\_\_ File# \_\_\_\_\_

Program in which enrolled \_\_\_\_\_

Name of Faculty \_\_\_\_\_

Course(s): \_\_\_\_\_  
\_\_\_\_\_

I am concerned about the performance, work, attitude, behavior, \_\_\_\_\_ of the above name candidate. (Add to or circle appropriate word or words)

Specifically:

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(Cite specifics wherever possible. Be concise, quantitative, and descriptive.)

I have informed the candidate of my concern(s) on \_\_\_\_\_ (date).

---

Signature of Faculty Member

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(Date)**FORM A**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING**  
**Faculty Initiated Recommendation For**  
**Delay/Withdrawal From Graduate Program (Form B)**

The undersigned faculty member(s) of the Department of Educational Psychology and Counseling recommend that

(name of candidate)

- a) \_\_\_\_\_ Delay pursuing course work in the following programs, **OR**  
 b) \_\_\_\_\_ Withdraw from the following program(s):

Check appropriate program at this time:  
 Specialization within the M.S. in Counseling

- \_\_\_\_ Career Counseling  
 \_\_\_\_ College Counseling/Candidate Services  
 \_\_\_\_ Marriage and Family Therapy  
 \_\_\_\_ School Counseling  
 \_\_\_\_ School Psychology

Specialization within the M.A. in Education - Educational Psychology

- \_\_\_\_ Early Childhood Education  
 \_\_\_\_ Development, Learning and Instruction

**Certificate Programs**

- \_\_\_\_ Career Counseling  
 \_\_\_\_ College Counseling/Candidate Services  
 \_\_\_\_ Parent - Child Specialization/Consultation

I have informed the candidate on \_\_\_\_\_ that I have initiated  
 (date)

Delay/Withdrawal procedures, and have notified him/her that he/she can request an appeal, if he/she wishes, by completing **FORM B** and submitting it to the department chair within ten (10) school/working days. An appeal form (**FORM B1**) may be obtained from the department office, (818) 677-2599, or from the department web site.

\_\_\_\_ Signature      \_\_\_\_\_ Signature      \_\_\_\_\_ Signature

\_\_\_\_ Date      \_\_\_\_\_ Date      \_\_\_\_\_ Date

Date  
 submitted to Candidate

**FORM B**

Candidate name: \_\_\_\_\_

Reason(s) for Recommendation:

Conditions for Readmission:

## DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

**Candidate Appeal for Faculty Initiated Delay/Withdrawal  
From Program Recommendation (Form B-1)**

I \_\_\_\_\_ have been informed of the recommendation  
 (Name)  
 by \_\_\_\_\_  
 [Instructor(s) Name(s)]

**THAT** a) \_\_\_\_ I delay pursuing further course work in the  
 \_\_\_\_\_ program;

**OR**      b) \_\_\_\_ I withdraw from the \_\_\_\_\_ program.

I have been informed of the reason(s) for this recommendation, the proposed conditions for readmission, and my right to appeal.

I hereby appeal this recommendation based upon the following reasons:

I understand that I may bring an advocate or fellow candidate with me to any hearing(s) concerning this appeal.

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Address

(\_\_\_\_\_) -  
 Telephone Number (include Area Code)

\_\_\_\_\_  
 City, State and Zip Code

\_\_\_\_\_  
 File Number

\_\_\_\_\_  
 Date

**FORM B1**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING**  
**Information Form for Faculty-Initiated Delay/Withdrawal From Program (Form C)**

Name of Candidate \_\_\_\_\_ File # \_\_\_\_\_

Program in which enrolled \_\_\_\_\_

This is a recommendation for (check one):  (DELAY)  (WITHDRAWAL)

Names(s) of faculty member(s) recommending Delay or Withdrawal:

\_\_\_\_\_  
\_\_\_\_\_

The above named candidate has received a recommendation that he/she delay/withdrawal from pursuing further coursework in the specified program at this time and has appealed. In order to make a knowledgeable decision, we would appreciate any information regarding this candidate that you feel would be helpful. It is important that you return this by

\_\_\_\_\_ (Date)

The records indicate that you had this candidate for the following course(s) or served in an advisory capacity:

<b>COURSE# / COURSE TITLE</b>	<b>Semester/Year</b>	<b>Grade</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments:

\_\_\_\_\_  
Chair, Candidate Affairs Committee

\_\_\_\_\_  
(Date)

**FORM C**

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING  
Information Notice On Delay/Withdrawal (Form D)

Date: \_\_\_\_\_

To: All Faculty, Department of Educational Psychology and Counseling

DELAY/WITHDRAWAL procedures have been concluded for the following candidate:

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After consulting committee recommendations, the Department Chair has stipulated that:

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Chair, Department of Educational Psychology and Counseling

---

Effective Date

**FORM D****DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING****Procedure for Readmission of a Candidate Delayed in the Program**

When a candidate, who has been delayed in the program through the action of a faculty member (where there has been no appeal), requests that he/she be readmitted, the following procedures should be followed:

1. The candidate files a petition with the Department Chair outlining what he/she has done to meet the conditions outlined by the Department Chair or the faculty member;
2. The Department Chair forwards this petition and any other pertinent information to the Candidate Affairs Committee, including the faculty statement on FORM B;
3. The Candidate Affairs Committee reviews this material and may meet with the candidate to determine if the conditions have been met;
4. The Candidate Affairs Committee then makes a recommendation to the Department Chair regarding whether or not the candidate should be readmitted;
5. The Department Chair considers this recommendation and makes the final decision;
6. The candidate is informed in writing of the decision, and a copy of this letter is placed in the candidate's file.

## Appendix A 12 Course Sequences

### **Masters in Counseling with Specialization in School Psychology and Pupil Personnel Services Credential**

#### **School Psychology Program Sequence**

##### **Prerequisites** (12 Units)

EPC 314 Psychological Foundations, K-12 (3) (Waived for applicants who have a teaching credential)  
 EPC 430 Development and Learning (3) or PSY 313 Developmental Psychology  
 EPC 451 Fundamentals of Counseling and Guidance (3)  
 EPC 600 Educational Statistics for Research and Measurement (3)

*(Equivalent courses may be substituted for prerequisites)*

##### **Required Courses for the Master's of Science in Counseling with specialization in School Psychology**

###### **YEAR 1 – Fall Semester**

EPC 655	Seminar in Counseling Theory and Practice (3)
EPC 659A	Communication Skills In Counseling (3)
EPC 664	Neuro-developmental, Emotional and behavior Disorders (3)
EPC 667	Law and Ethics and Professional Practice for Schools Psychologists in Schools and Private Practice (3)

###### **YEAR 1 – Spring Semester**

EPC 643	Diversity in Counseling (3)
EPC 659B	Practicum (3)
EPC 661	Multi-Systemic Behavioral Intervention (3)
SPED 610	Program Planning in Special Education (3)

###### **YEAR 1 – Summer Semester**

EPC 601	Individual and Group Assessment (3)
EPC 674	Family Development Across the Lifespan (3)

###### **YEAR 2 – Fall Semester**

EPC 659EC	Practicum in School Psychology: Resiliency, Prevention, and Crisis Intervention (3)
EPC 663A/L	Assessment of Cognitive Development and Skills for Intervention and Lab (3/2)
EPC 665	Individual and Group Counseling of Children in the Schools (3)
EPC 603	Clinical Research and Program Evaluation (3)

YEAR 2 – Spring Semester

EPC 641	Bilingual Assessment
EPC 659FC	Practicum in School Psychology: Resiliency, Prevention, and Crisis Intervention (3)
EPC 663B/L	Assessment of Social-Emotional Development and Adaptive Skills for Intervention and Lab (3/2)
EPC 648	Consultation with Parents, Teachers, And Other Human Service Professionals (3)

YEAR 2 – Summer Semester

EPC 611	Seminar in Educational Psychology (3)
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YEAR 3 – Fall Semester

EPC 659GC	Internship in School Psychology (3)
EPC 698C	Thesis/Graduate Project (3)

YEAR 3 – Spring Semester

EPC 659HC	Internship in School Psychology (3)
EPC 697	Directed Comprehensive Studies (3) <b>or</b>
EPC 698C	Thesis/Graduate Project (3)

Total Units = 70 plus 3-6 units of Comprehensive Studies **or** Thesis/Graduate Project. Please note that 12 credit units are based on practica (fieldwork) and internship classes. EPC 697 can only be taken once in your final semester.

**APPENDIX A13**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELNG**  
**CONFIRMATION OF PROGRAM COMPLETION FORM FOR APPS CREDENTIAL**  
**SCHOOL PSYCHOLOGY PROGRAM**

NAME \_\_\_\_\_ STUDENT ID#: \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE (H): \_\_\_\_\_  
 CITY \_\_\_\_\_ (W): \_\_\_\_\_

COURSE TITLE	UNITS	GRADE	INSTITUTION & DATE COMPLETED
<b>PREREQISITE COURSES</b>			
EPC 314* PSY FOUND OF ED (REQUIRED FOR NONTEACHERS ONLY)			
EPC 430 DEV/LEARN or PSYCH 313/L			
EPC 451 FOUND OF COUNS			
EPC 600 ED STATS or PSYCH 320 or 420			
<b>CORE REQUIREMENTS: 18 UNITS</b>			
EPC 601 IND & GRP ASSESMT (3)			
EPC 603 CLINICAL RESEARCH AND PE (3)			
EPC 643 DIVERSITY IN COUNSELING (3)			
EPC 655 SEM COUN THEO & PRAC (3)			
EPC 659AC COMM SKILLS IN COUNS (3)			
EPC 659BC PRACTICUM - counseling (3)			
<b>APPS Credential Courses: 46 UNITS</b>			
EPC 611 SEM IN ED PSY(3)			
EPC 674: FAMILY DEVELOPMENT ACROSS THE LIFESPAN (3)			
EPC 659EC PRACTICUM IN SCH PSYCH (3)			
EPC 659FC PRACTICUM IN SCH PSYCH (3)			
EPC 659GC INTERN SCH PSYCH (3)			
EPC 659HC INTERN SCH PSYCH (3)			
EPC 661 MULTISYS BEH INT (3)			
EPC 663A/L ASSESS OF COG DEV INTER & LAB (3/2 units)			
EPC 663B/L ASSESS OF SOC-EM INTER & LAB II (3/2 units)			
EPC 664 NEURODEV, EM, & BEH DIS (3)			
EPC 665 INDIV AND GP COUNS (3)			
EPC 667 LAW & ETHICS & PROF PRAC (3)			
EPC 648: CONS w/ PARENTS, TEACHERS, AND OTHER HUM PROF (3)			
SPED 610 PROG PLAN IN SPED (3)			
<b>(70) TOTAL UNITS (excluding culminating experience units)</b>			

\_\_\_\_ 450 FIELDEWORK HOURS COMPLETED      \_\_\_\_ 1200 INTERNSHIP HOURS COMPLETED

ADVISOR INITIALS: \_\_\_\_\_ DATE: \_\_\_\_\_

PROGRAM APPROVED AS SUCCESSFULLY COMPLETED FOR THE PUPIL PERSONNEL SERVICES CREDENTIAL IN  
SCHOOL PSYCHOLOGY

SIGNATURES: STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

GRADUATE ADVISOR: \_\_\_\_\_ DATE: \_\_\_\_\_

**Appendix A14**  
**PERFORMANCE BASED OUTCOMES**  
**EPC 659EC: Practicum in School Psychology**  
**Fall Semester 20**  
**DRAFT - PLEASE NOTE THIS MAY CHANGE FOR YOUR CLASS**

**STUDENT NAME:** \_\_\_\_\_

**FIELD SITE SUPERVISOR:** \_\_\_\_\_

**SCHOOL DISTRICT:** \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_

**Dear Supervisor:** Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology practica candidate. Your endorsement will reflect that you feel the school psychology practica candidate understands the particular concept as it relates to the field of school psychology. Please indicate whether the candidate has met or not met the requirement, sign and date. Please indicate if you have any recommendations or concerns of the candidate's knowledge base or performance in each area.

**NASP STANDARD II: STANDARDS THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY – DATA BASED DECISION MAKING (NASP Standard II; CCTC Standard 4, 5, 6, 7, 15, 19, 22, 23, 25, & 26).**

Fieldsite:

1. Conduct a Data Based Case Study intervention with a student (see rubric Attached to syllabus)  
 **met**    **non met**   **Supervisor Signature** \_\_\_\_\_
  
2. Observe and Conduct Individual Standardized Assessments as follows:
  - a. Observe and discuss at least 4 psychological assessment sessions done by your school psychologist supervisor. Discuss the practical problems in administration of tests in a school setting with your supervisor.  
 **met**    **non met**   **Supervisor Signature** \_\_\_\_\_
  
  - b. **If your school district permits**, administer, score, and interpret:
    1. At least 4 perceptual tests (Bender, TAPS III, etc..)
    2. At least 1 Comprehensive Achievement tests (WJ-IV, WIAT-III or other used by your site supervisor) **met**    **non met**   **Supervisor Signature** \_\_\_\_\_

**The administration of these tests should be under the close supervision of a school psychologist or instructor.**

**met**    **non met**   **Instructor Signature** \_\_\_\_\_

**STANDARD III: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY:  
Consultation and Collaboration (NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).**

1. **Participate in at least 3 parent conferences and/or IEP's.** With your supervisor:

- a. Describe the parent-teacher, or parent-professional relationship
- b. Did the parent feel empowered?
- c. Did the parents know their rights?
- d. Were parents open to working collaboratively with school personnel and vice-versa?
- e. What do you think would improve parent-school collaboration?
- f. Describe the problem solving process used.

      met    non met   Supervisor Signature

**Write a 1-2 page summary of your experiences and thoughts.**

      met    non met   Instructor Signature

2. **Observe consultation in practice:** Participate as an observer in at least one consultation that the school psychologist holds with a parent, teacher, or other school personnel or as joint (including various individuals) consultation.

Discuss with supervisor what model of consultation he/she used, what worked and what did not work in consultation with teacher, parent or administrator.

What

did you think of the problem solving approach used?

      met    non met   Supervisor Signature

**Write a 1-2 page summary of your experiences and thoughts.**

      met    non met   Instructor Signature

**STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES**

**ELEMENT 4.1 Interventions and Instructional Support to Develop Academic Skills (NASP Standard IV 4.1; CCTC Standard 5, 11, 18, 22, 25, and 26).**

1. **Develop an academic goal and intervention for your Data Based Case (see rubric Attached to syllabus)**

**met**    **non met** **Supervisor Signature** \_\_\_\_\_

Write a brief summary of the problem area, baseline data, goal, and description of intervention.

**met**    **non met** **Instructor Signature** \_\_\_\_\_

**STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES**

**ELEMENT 4. Interventions and Mental Health Services to Develop Social and Life Skills (NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).**

**COUNSELING**

1. Under the supervision of the school psychologist, counsel a variety of students representing **various ethnic and cultural backgrounds** and **present a variety of learning and/or behavior problems.**

**Omit identifying information. Keep Confidentiality.**

**Include the Following:**

1. Parent Permission
2. Clear description of your problem formulation (hypothesis) considering ecological, SES, cultural, diversity, gender, language, learning, and adjustment factors.
3. Clear description of Goals and Objectives written in behavioral and measurable terms directly related to hypothesis that address successful learning, adjustment and life skills.
4. Include pre/post data based on systematic observations and other measures
5. Include a Goal Attainment Scale for your goal(s) (GAS)
6. Clear description of plan for intervention, adherence, and strategies used.
7. Describe data clearly and effect size. Provide graphs.
8. Description of sessions for each counselee. Describe your plan, approaches, process, and outcome for that session.
9. Keep a journal on counseling sessions and your insights. (a couple of paragraphs is sufficient)
10. Evaluate techniques in context of the student's cultural and language background.
11. Treatment outcome for each student. You should indicate whether you are seeing progress or not and what you are attributing it to. Refer to

- outcome data (time series, pre/post, G.A.S. or other other sensitive forms of measuring progress). If no progress, what are the alternatives?
12. Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress.

met     non met    **Supervisor Signature** \_\_\_\_\_

met     non met    **Instructor Signature** \_\_\_\_\_

- 2. Counsel at least 2 different students of differing ages, none of which have the same presenting problem. Counsel these students for various sessions. Address 1-12 above. A minimum of 32 hours should be devoted to this competency during the year.**

- b. Discuss with supervisor and Submit to university instructor by mid semester:

**Use counseling rubric to guide you, submit a write up to instructor.**

met     non met    **Supervisor Signature** \_\_\_\_\_

3. Under the supervision of the School Psychologist, **conduct a counseling group** for at least 6 sessions. Decide on the topic with your site supervisor (i.e., social skills, etc.)

**Describe your topic, goals and objectives, and session plans. Describe group process and what did and did not work (write a 2 page write up to instructor using rubric to guide you). Include data, pre/post GAS, and effect size.**

met     non met    **Supervisor Signature** \_\_\_\_\_

met     non met    **Instructor Signature** \_\_\_\_\_

**STANDARD V: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS**  
**Element 5.1: School Wide Practices to Promote Learning (NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).**

1. Describe the school district organization and operation system (provide a model on a chart and describe where in the organization is psychological and special education services).

**Include description and diagram in your practicum folder.**

2. **Explain the policies that relate to psychological service and special education Service delivery in one school district.** Read a procedural manual for school psychologists and observe daily routine of supervising school psychologist. How were these policies developed? Discuss with your supervisor.

met     non met    Supervisor Signature \_\_\_\_\_

met     non met    Instructor Signature \_\_\_\_\_

**Element 5.2: Preventive and Responsive Services (NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).**

1. **Prepare a presentation on resiliency, preventative and responsive services.** Present to the class and if possible to school staff.

met     non met    Instructor Signature \_\_\_\_\_

**STANDARD VI – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: FAMILY-SCHOOL COLLABORATION SERVICES (NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).**

1. **Conduct an interview with a parent whose child is in special education** (may be an initial or triennial). Explore how the parent feels about special education services and how the family-school collaboration is taking place with that particular case. If necessary, **promote family school collaboration** by facilitating a collaborative relationship between parent(s) and teacher(s). Discuss with your supervisor. Write brief one page write up on your findings.

met     non met    Supervisor Signature \_\_\_\_\_

met     non met    Instructor Signature \_\_\_\_\_

**STANDARD VII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY:****Diversity in Development and Learning****2.8: DIVERSITY IN DEVELOPMENT AND LEARNING (NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).**

1. Observe a special education class and note the diverse students and their diversity in learning.
2. When possible, observe a bilingual class or bilingual setting and note the diverse students and their diversity in learning.

Write a brief one page summary on the above listed PBO.

met non met Instructor Signature \_\_\_\_\_

**STANDARD VIII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY:****RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE****ELEMENT 8.1: Research and Program Evaluation (NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).**

1. Decide whether you will be pursuing a thesis, project, or comprehensive exam.
2. Write a statement of what you have decided to do.
3. Include who you intend to ask to be part of your committee and what actions you have taken.
4. If you are thinking of a thesis or project, make a list of possible topics you would like to pursue.

Write list/summary.

met non met Instructor Signature \_\_\_\_\_

**Element 8.2: Legal, Ethical, and Professional Practice****1. Law and Ethics (NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).**

Explain the kinds of information and/or data that are permissible inclusions in a cumulative record. What information and/or data should be included in a psychological report and what kind of information and/or data should be excluded? Describe legal descriptions to be included in psychological reports with your supervisor. Discuss confidentiality issues with your supervisor. Compare actual practice with NASP/CASP ethical standards. Discuss with site supervisor.

Write a summary for instructor.

met non met Supervisor Signature \_\_\_\_\_

met     non met    Instructor Signature \_\_\_\_\_

**2. Professional Practice:**

- a. Attend a workshop on a related issue in school psychology. Fill out Conference Attendance Form.
- b. Begin your professional performance based outcome portfolio.
- c. Have a time management system.
- d. Write your own mission statement and professional objectives.

**Write a brief summary explaining what you have done in regards to a-d.**

met     non met    Instructor Signature \_\_\_\_\_

- 3.** Attend at least one psychologists' staff meetings.

met     non met    Supervisor Signature \_\_\_\_\_

**Appendix A15**  
**PERFORMANCE BASED OUTCOMES**  
**EPC 659FC: Practicum in School Psychology**  
**Spring Semester\_\_\_\_\_**

**DRAFT**

**STUDENT NAME:** \_\_\_\_\_

**DISTRICT:** \_\_\_\_\_

**FIELD SITE SUPERVISOR:** \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_

**Dear Supervisor:** Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology practicum candidate. Your endorsement will reflect that you feel the school psychology practicum candidate understands the particular concept as it relates to the field of school psychology. Please indicate whether the candidate has met standard and to what degree, sign and date. Please indicate if you have any recommendations or concerns of the candidate's knowledge base or performance in each area.

Please use following criteria to rate Performance Based Outcomes on this form.

<b>0</b>	<b>NOP</b> - No Opportunity to Perform	Candidate did not have opportunity to perform PBO
<b>1</b>	<b>NO</b> - Not Observed	Candidate did not perform the PBO
<b>2</b>	<b>FBS</b> - Far Below Standard	Candidate did not begin or finished expectation based on description of PBO
<b>3</b>	<b>BS</b> - Below Standard	Candidate did not fulfill ALL described expectations on PBO
<b>4</b>	<b>MS</b> - Met Standard	Candidate met expectations based on description of PBO
<b>5</b>	<b>ES</b> - Exceeded Standard	Candidate went above and beyond what was described in the PBO

(EPC 659FC) Practicum in school psychology: Performance Based Outcomes – Spring semester

<b>PBO 1</b>	<p><b>STANDARD II: STANDARDS THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY – DATA BASED DECISION MAKING (NASP Standard II; CCTC Standard 4, 5, 6, 7, 12, 15, 19, 22, 23, 24, 25, &amp; 26).</b></p> <p>Fieldsite:</p> <p>1. <u>Conduct (or continue with) a Data Based Case Study intervention with a student of diverse background</u> (see Data Based Attachment C to syllabus - Fall Semester - Decision making rubric - make sure you include pre/post GAS, use single case study design/time series data, and compute effect size.) Consider multi-systemic factors and their influence on student achievement. Use data to support data based decision making to understand, evaluate, and promote positive student performance, program outcomes, and school climate. (CCTC Stds 4, 5, 10, 12, 13, 15, 22, 23, 24)</p> <p>Please write brief report outlining areas reflected on data based decision making rubric. (See Appendix EPC 659EC Syllabus) Show your effective use of technology to display visually stimulating data and graphs.</p> <table style="margin-left: 100px;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NO</td> <td>FBS</td> <td>BS</td> <td>MS</td> <td>ES</td> </tr> </table> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p> <p>2. <u>Conduct Individual Standardized Assessments as follows:</u></p> <p>a. Administer, score, and interpret a variety of individually administered intelligence tests to at least five (5) different students of diverse backgrounds and difficulties. Describe strengths and weaknesses considering typical in a typical growth and development including health and developmental factors, language, cultural variables, SES, and factors of resiliency and how these factors influence learning and achievement. (CCTC Std. 2, 3, ) Discuss test battery with supervisor. Submit test scores and results as part of your psychological report (See c).</p> <table style="margin-left: 100px;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NO</td> <td>FBS</td> <td>BS</td> <td>MS</td> <td>ES</td> </tr> </table> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p>	0	1	2	3	4	5	NOP	NO	FBS	BS	MS	ES	0	1	2	3	4	5	NOP	NO	FBS	BS	MS	ES
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- b. Administer, score, and interpret several visual-motor tests such as the Bender, VMI, visual, and auditory processing tests. Administer visual-motor tests to at least five (5) different students of diverse background and difficulties. Students and tests to be determined by supervisor. Submit test scores and results as part of your psychological report (See c).

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Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

- c. Analyze assessment information in a manner that produces valid inferences using statistical analysis. Write psycho-educational reports for teachers, parents, and school committees based upon assessment data obtained from behavioral observations, interviews, and tests of achievement, intelligence, and visual-motor performance. Consider biological foundations of behavior, learning theories and factors influencing learning and teaching, such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, social and cultural differences and linguistic factors. Consider congruence between instructional strategies and pupil learning. **Write psycho-educational reports based on expectations given in the Assessment class and rubric.** (CCTC Std. 4, 11, 17)

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Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

- d. At least one of these cases should be of a student who is of diverse background and who is Limited English Proficient. Make special considerations with regard to bilingual assessment procedures and report write up. Submit this report as one of your case studies to University Fieldwork instructor. (CCTC Std. 3, 4)

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Recommendations:

	<p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p> <p>Submit two (2) of these reports by the Spring Recess and the other three (3) by the end of the semester.</p>																		
2	<p><b>STANDARD III: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration (NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).</b></p> <p>3. <u>Participate in at least 3 parent conferences and/or IEP's with your supervisor:</u>      a. Describe the problem-solving process used and how the educational policies, programs, and practices were developed, adapted, and modified to be culturally congruent with the needs of pupils and families (CCTC Std. 3.d). <b>Assist in the development of appropriate program planning to promote successful learning and achievement.</b> Write one page summary of experiences.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">NOP</td> <td style="text-align: center;">NO</td> <td style="text-align: center;">FBS</td> <td style="text-align: center;">BS</td> <td style="text-align: center;">MS</td> <td style="text-align: center;">ES</td> </tr> </table> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p> <p><u>b. Collaboration and Consultation in practice:</u>      Consult with teachers and parents on at least two (2) academic and two (2) issues involving social emotional functioning (e.g., self-esteem, personal-social responsibility, motivation, life skills, or other social emotional issue) or group management or social interaction. Describe the theory, model, and processes used in consultation. Demonstrate knowledge of classroom, school, family, and community factors that support student learning and develop skills to assist students who experience learning difficulties. Identify problem areas, collect and analyze information to understand the problem, make decisions regarding service delivery, and evaluate the implementation and outcome of service delivery. Suggest specific changes in classroom environment and home environment to promote safe and caring environments, when appropriate, to facilitate student learning and adjustment. Consider issues regarding culture and language of teacher and students. (CCTC Std. 8, 10, 18, 23). What are the implications? Discuss consultations with supervisor and write summary for instructor. Max 1-2 pages.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	0	1	2	3	4	5	NOP	NO	FBS	BS	MS	ES	0	1	2	3	4	5
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3	<p><b>STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES</b></p> <p><b>ELEMENT 4.1 Interventions and Instructional Support to Develop Academic Skills (NASP Standard IV 4.1; CCTC Standard 5, 11, 12, 18, 21, 22, 25, and 26).</b></p> <p>a. Based on your five (5) psycho-educational assessment cases and: a) describe programs and services within a comprehensive model of support at the school site level to promote high expectation and increase pupil learning and achievement, b) recommend appropriate classroom recommendations for prevention and intervention to promote student learning and adjustment at the earliest stages, when possible, c) describe 2 comprehensive plans for implementation, improvement, and evaluation to develop the student's academic skills . (CCTC Std. 5, 12). Consider linguistic and cultural factors.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr> <td>NOP</td><td>NO</td><td>FBS</td><td>BS</td><td>MS</td><td>ES</td></tr> </table> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p>	0	1	2	3	4	5	NOP	NO	FBS	BS	MS	ES
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4	<p><b>STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES</b></p> <p><b>ELEMENT 4. Interventions and Mental Health Services to Develop Social and Life Skills</b></p>												

**(NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).**

### **INDIVIDUAL COUNSELING**

1. Under the supervision of the school psychologist, counsel at least four students representing **various ethnic and cultural backgrounds** and **present a variety of learning and/or behavior problems**. **Address problems at their earliest stages and design recommendations for prevention and intervention (CCTC Std. 5). At least 32 hours of counseling should be documented.**

**Omit identifying information. Keep Confidentiality.**

#### **Using the Problem Solving Data Based Decision Model Include the Following:**

- a.** Parent Permission
- b.** Clear description of your problem formulation (hypothesis) based on multi-systemic factors, cultural, language, ethnic, instructional, health and developmental, and other background factors.
- c.** Clear description of Goals and Objectives written in behavioral and measurable terms directly related to hypothesis.
- d.** Include pre/post data
- e. Include a Goal Attainment Scale for your goal(s) (GAS)
- f. Clear description of plan for intervention and strategies used.
- g. Include a pre-post measure to indicate student progress based on your goals & objectives. Make sure it correlates with your G.A.S. Include Time series data, graphs, and effect size.
- h. Description of sessions for each counselee. Describe your plan, approaches, process, and outcome for that session.
- i. Keep a journal on counseling sessions and your insights on the process and your effectiveness and sensitivity as a counselor. (a couple of paragraphs is sufficient)
- j. Evaluate techniques in context of the student's cultural and language background.
- k. Treatment outcome for each student. You should indicate whether you are seeing progress or not and what you are attributing it to. Refer to outcome data (time series, pre/post, G.A.S. or other sensitive forms of measuring progress). If no progress, what are the alternatives?
- l. Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress.

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Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

### GROUP COUNSELING

2. Under the supervision of the school psychologist, conduct a counseling group for at least 6 sessions. Decide on the topic with your site supervisor (i.e., self esteem, social skills, etc.). Demonstrate knowledge of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relationships and conflict. Interview teachers and other school staff members for possible candidates for group counseling. Consider cultural and linguistic factors. Discuss referrals with supervisor and plan group sessions. (CCTC Std. 14)

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Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

4. Conduct at least 6 group counseling sessions with school-aged children based on your plan. Discuss your ability to facilitate the group process and mediate conflict.

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Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

**Describe your topic, goals and objectives, and session plans. Describe group process and what did and did not work (write a 2 page write up summary of interventions, progress, etc. to instructor using rubric to guide you).**

**5**

**STANDARD V: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS**  
**Element 5.1: School Wide Practices to Promote Learning (NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).**

1. **Evaluate effective instruction** based on educational psychology factors when conducting observations. Write two summaries of observations including school wide practices to support learning, classroom environment, classroom and school climate, and effective instruction factors that you may or may not have observed in the classroom and at the school that support or negatively impact learning and adjustment (CCTC Std. 5.d). Make recommendations.

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	<p>NOP NO FBS BS MS ES</p> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p> <p><b>2. Organization and Operation of Schools and comprehensive Models of Service</b></p> <p><b>Delivery:</b> Provide a graphic representation using technology of the organization and operation of programs in the district and school you are placed. Describe in one page the program and services used as part of a comprehensive model of support at your school site designed to promote high expectations and increase student learning. What type of programs are in place to support learning and adjustment at your school? Who is allowed to participate in these programs? How is outcome data gathered, stored, evaluated, and shared? What technology is used for these programs and to store and share data? (CCTC Std. 13, 15, 18).</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td></tr> <tr> <td style="text-align: center;">NOP</td><td style="text-align: center;">NO</td><td style="text-align: center;">FBS</td><td style="text-align: center;">BS</td><td style="text-align: center;">MS</td><td style="text-align: center;">ES</td></tr> </table> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p>	0	1	2	3	4	5	NOP	NO	FBS	BS	MS	ES
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<b>6</b>	<p><b>Element 5.2: Preventive and Responsive Services (NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).</b></p> <p>1. Prepare for and conduct an in-service workshop for teachers or parents on a subject of your choice focusing on prevention or interventions in the schools. This is to be done based on need for professional development.</p> <p>a. Conduct a needs assessment based on consultation with field site supervisor.</p> <p>b. Based on need, prepare a presentation based on a literature review and best practices approach. Use technology to prepare a visually stimulating presentation. (CCTC Std. 15)</p> <p>c. Conduct an in-service education program of at least ½ hour duration and receive supervisor's evaluation.</p> <p>d. Give teachers a feedback sheet (<b>attached to your syllabus</b>) where they are to rate your performance.</p> <p>Submit all of the above and supervisor's evaluation of in-service.</p>												

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Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

- b. Interview the Crisis Intervention coordinator at your school. Get information regarding procedures and models to provide systematic school safety planning. Include information regarding a comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. Include how you would address the needs of witnesses, victims, and possible perpetrators of violence to promote enhanced teaching and learning. Write a 1 page summary. (CCTC Std. 9)

Design your own crisis intervention procedure and put together a resource packet for yourself, in case you are to become involved in crisis intervention.

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Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

- c. If you do become involved in crisis intervention, write a 1-2 page summary of your experiences. (CCTC Std. 21)

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Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

**7 STANDARD VI – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: FAMILY-SCHOOL COLLABORATION SERVICES (NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).**

1. Serve as a liaison between community, school and various referral resources. In connection with one of your cases, assist parents in making contact with helping professional and communicate with the helper about the child's special needs. Promote family school collaboration and collaboration with other agencies to promote successful student development, well-being, learning and adjustment (CCTC Std. 7).

Write 1 page summary of your experiences and insights.

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NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

5. Consult with 5 different parents when conducting the 5 required psychoeducational assessments. Promote school home collaboration to assist with interventions. Discuss assessment results and recommendations for interventions.

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NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

<b>8</b>	<p><b>STANDARD VII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: Diversity in Development and Learning</b></p> <p><b>2.8: DIVERSITY IN DEVELOPMENT AND LEARNING (NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).</b></p> <p>1. Understand bilingual and multicultural education. Observe three (3) separate school settings which provide different instructional programs for bilingual and/or bicultural children. Discuss observations and implications in terms of effective instruction and development of cognitive, language, and academic skills.</p> <p>Write 2 page summary.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td></tr> <tr> <td style="text-align: center;">NOP</td><td style="text-align: center;">NO</td><td style="text-align: center;">FBS</td><td style="text-align: center;">BS</td><td style="text-align: center;">MS</td><td style="text-align: center;">ES</td></tr> </table> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p>	0	1	2	3	4	5	NOP	NO	FBS	BS	MS	ES						
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<b>9</b>	<p><b>STANDARD VIII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE</b></p> <p><b>ELEMENT 8.1: Research and Program Evaluation (NASP Standard VIII 8.1; CCTC Standards 12, 23, 24, 25, and 26).</b></p> <p>1. <b>Using a single case study design</b>, design one instructional program evaluation using the problem-solving data based decision making model, including monitoring and evaluation, and involving at least one intervention plan for a students and present written plan to supervisor and to CSUN instructor. This can be part of your data based case study (see 1 above). Consider child and classroom factors (CCTC Std. 12). Plan to gather and evaluate data. Provide quantitative data and effect size.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td></tr> <tr> <td style="text-align: center;">NOP</td><td style="text-align: center;">NO</td><td style="text-align: center;">FBS</td><td style="text-align: center;">BS</td><td style="text-align: center;">MS</td><td style="text-align: center;">ES</td></tr> </table> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p> <p>2. Design a program evaluation to evaluate a school program. See course requirement for EPC 603. Attach your program evaluation research design.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td></tr> </table>	0	1	2	3	4	5	NOP	NO	FBS	BS	MS	ES	0	1	2	3	4	5
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	<p>NOP   NO   FBS   BS   MS   ES</p> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p> <p>3. Critique one research article and indicate what statistical results would indicate valid results. See Requirement for EPC 603 and attach critique.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td></tr> <tr> <td style="text-align: center;">NOP</td><td style="text-align: center;">NO</td><td style="text-align: center;">FBS</td><td style="text-align: center;">BS</td><td style="text-align: center;">MS</td><td style="text-align: center;">ES</td></tr> </table> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p> <p><b>3. Thesis/Project Preparation</b></p> <p>a. Fill out form and obtain signatures from committee members for your thesis or project. (Know that this can change).</p> <p>b. Formulate subject for thesis or project with the assistance of your chair.</p> <p>c. Begin to design your study or project.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td></tr> <tr> <td style="text-align: center;">NOP</td><td style="text-align: center;">NO</td><td style="text-align: center;">FBS</td><td style="text-align: center;">BS</td><td style="text-align: center;">MS</td><td style="text-align: center;">ES</td></tr> </table> <p>Recommendations:</p> <p>Field Site Supervisor's Signature &amp; Date: _____</p> <p>Instructor's Signature &amp; Date: _____</p>	0	1	2	3	4	5	NOP	NO	FBS	BS	MS	ES	0	1	2	3	4	5	NOP	NO	FBS	BS	MS	ES
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10	<p><b>Element 8.2: Legal, Ethical, and Professional Practice (NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).</b></p> <p>1. Law and Ethics:</p> <p>Describe law and ethical issues experienced in two different cases. Demonstrate an understanding of the process and procedures identified in federal, state laws, and case law, related to special education service, such as IDEIA and Section 504. Describe in detail. List resources you can where you can access information regarding ethical and legal issues. (CCTC Std. 6, 19). Keep confidentiality. Write a 1-2</p>																								

page summary of each case.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Instructor's Signature & Date: \_\_\_\_\_

**2. Professional Practice:**

- a. Participate in local and state professional associations in psychology, particularly school psychology. Become a student member of one such association. Provide proof to instructor.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Instructor's Signature & Date: \_\_\_\_\_

- b. Attend one (1) professional conference of a state or local psychological association. (i.e., NASP, CASP, LASP, V-CASP). Write one page summary of experiences and professional issues. (CCTC Std. 19). Fill out Conference Attendance Form.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Instructor's Signature & Date: \_\_\_\_\_

- d. Continue with your professional performance based outcome portfolio.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Instructor's Signature & Date: \_\_\_\_\_

- e. Write a two page paper describing the importance of "leadership in operating as a systems change agent" and describe what will be your steps in assuming this leadership role to advocate for students and families (CCTC Std. 12).

	0 NOP	1 NO	2 FBS	3 BS	4 MS	5 ES
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Recommendations:

Instructor's Signature & Date: \_\_\_\_\_

## Appendix A16

### IN-SERVICE EVALUATION

Title: \_\_\_\_\_

Presenter: \_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The topic presented was clear and well organized.				
2. The presenter(s) was/were knowledgeable of the topic.				
3. The topic was relevant to me and my work.				
4. The presentation was useful and applicable.				
5. The presenter(s) provided research-based information.				
6. The presenter(s) spoke clearly, was (were) easily heard, and maintained appropriate speech rate.				
7. The presenter(s) used visuals that were appealing and informative.				
8. The presenter(s) maintained eye contact with the audience.				
9. The presentation was appropriately paced.				
10. The presentation included helpful resources.				
11. Overall quality of the presentation.				

Comments: \_\_\_\_\_

## Appendix A17

**\*Please note: Due to a horizontal formatting, this document does not show the column where supervisor and professor rate and sign. Candidates will provide a complete document to supervisor.**

**California State University, Northridge**  
**Michael D. Eisner College of Education**  
**Department of Educational Psychology and Counseling**  
**School Psychology Program**

**Internship in School Psychology (EPC 659GC) – Fall**

**DRAFT**

**PERFORMANCE BASED OUTCOMES - RATING CRITERIA**

**Dear Supervisor:** Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology intern. Please indicate whether the candidate has met the standard and to what degree, sign and date. Please indicate if you have any recommendations or concerns of the candidate's knowledge base, skills, or competence in each area.

Please use following criteria to rate Performance Based Outcomes on this form.

<b>1</b>	<b>NOP</b> - No Opportunity to Perform	Intern did not have opportunity to perform PBO
<b>2</b>	<b>NM</b> - Not Met	Intern had the opportunity, but did not fulfill PBO
<b>3</b>	<b>PM</b> - Partially Met	Intern continues to need frequent guidance and supervision with PBO
<b>4</b>	<b>M</b> - Met Standard	Intern completed PBO independently with minimal supervision
<b>5</b>	<b>MS</b> - Mastered Standard	Intern completed PBO with competency equivalent to a practicing school psychologist

If you feel the intern is not meeting the standard or only partially meeting the standards, please discuss with the intern and contact the university instructor. Candidates in internship should be meeting the standards and obtaining ratings of at least 3s and 4s by the end of the Fall semester.

Please note that while the PBOs for internship are the same for both Fall and Spring semesters, PBOs and expectations have been divided into two documents to make it easier to monitor progress.

1.	<p><b>DATA-BASED DECISION MAKING AND ACCOUNTABILITY</b></p> <p>(NASP Standard II; CCTC Standard 4, 5, 6, 7, 15, 19, 22, 23, 25, &amp; 26).</p> <p>1. School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</p> <p>2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>	<p><b>1. Psycho-Educational Assessment</b></p> <p>a. Administer, score, and interpret a variety of individually administered intelligence tests to at least 14 different students of differing abilities and from diverse cultural and linguistic backgrounds over the year. Batteries should be chosen based on the student's need. Seven (7) of these assessments should be conducted in the Fall and 7 in the Spring. Submit test scores and results as part of your psycho-educational report for each of these assessments (see PBO 1c).</p> <p>Experience with the following populations is expected.</p> <p>a) Learning Disabled  b) Emotionally Disturbed  c) Limited English Proficient  d) Severe Developmentally Delayed  e) Alternative Assessment</p> <p>b. Administer, score, and interpret at least 14 tests of academic achievement such as WJ-III Achievement or WIAT-II and 14 tests of psychological processing such as the TAPS-III, CTOPP-2, TVPS-III, and VMI. Seven (7) of these assessments should be conducted in the Fall and seven (7) in the Spring. Submit test scores and results as part of your psycho-educational report (see PBO 1c).</p> <p>c. Write and submit 7 psycho-educational reports at the end of each semester, 14 for the year, in portfolio with evaluation rubrics attached. Reports should be comprehensive and not based on a simple template. At least 3 of the 7 reports in each semester should adhere to format required by you university professors and have a rated rubric attached. One of these three reports should also include a rated rubric by your internship supervisor. Refer to Psycho-educational report rubric.</p>	<p><b>Fall</b></p> <p><b>1.a.</b> 1 NOP N Internship</p> <p>a) ____ m  b) ____ m  c) ____ m  d) ____ m  e) ____ m</p> <p><b>Fall</b></p> <p><b>1.b.</b> 1 NOP N Internship</p> <p><b>Fall</b></p> <p><b>1.c.</b> 1 NOP N Internship</p>
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	<p>Demonstrate knowledge of learning theories and factors influencing learning and teaching. In your reports include:</p> <ul style="list-style-type: none"> <li>• Gender, cultural and linguistic differences</li> <li>• Language Proficiency</li> <li>• Cognition</li> <li>• Information Processing: Attention &amp; Memory</li> <li>• Perceptual sensory processes</li> <li>• Social-Emotional state</li> <li>• Motivation</li> <li>• Executive functions/organizational skills</li> <li>• Legal and Ethical Factors</li> <li>• Statistically Significant Strength and weaknesses</li> <li>• Congruence between students Ss and Ws and instructional strategies</li> </ul> <p>Write a summary evaluating your progress in your assessment skills and report writing at the end of the semester. Include steps you need to take to become better in your assessment and data based problem solving skills.</p> <p>d. Attend and participate in at least two (2) IEP's per semester, and a total of 4 for the year to consider special education placement. Share data from psycho-educational assessment in a manner in which the parent can understand findings.</p> <p><b>2. Response-to-Intervention - Identify a student with an academic need (e.g., reading decoding or fluency) and assess and provide interventions to address the student's need. Employ the problem-solving model within a multi-tiered framework for addressing the student's needs. This case study can be done by working directly with the student, in consultation with their teacher, or combination of the two. Include important elements such as research-based interventions, systematic progress monitoring, goal attainment scale, and data-based decision-making.</b></p>	<p><b>Fall</b> 1.d. 1 <b>NOP</b> N</p> <p>Internship</p> <p><b>Fall</b> 2. 1 <b>NOP</b> N</p> <p>Internship</p> <p><b>Spring</b></p> <p>3. 1 <b>NOP</b> N</p> <p>Internship</p> <p><b>Fall or Spring</b></p> <p>1 <b>NOP</b></p> <p>Universit</p>
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		<b>4. You are required to conduct one of the psycho-educational or strength based assessments in the TLCC through the Berke Assessment Clinic.</b>	
2	<p><b>CONSULTATION AND COLLABORATION</b></p> <p>(NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).</p> <p>1. School psychologists have knowledge of varied methods and theories of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.</p> <p>2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, <b>school psychologists demonstrate skills to consult, collaborate, and communicate</b> with others during design, implementation, and evaluation of services and programs.</p> <p>Candidate should demonstrate skills needed to work effectively with pupils and their families from diverse backgrounds.</p>	<p><b>Consultation Case Study</b></p> <p>1. Conduct at least 1 comprehensive consultation case per semester for a total of at least 2 for the year. Use the problem solving model involving clear hypothesis, goals, goal attainment scales, interventions, baseline and outcome data.</p> <p>Consult with a teacher and a parent on an issue involving academic or behavioral difficulties. Use the consultation models discussed in your consultation class and describe which model you are using and why. Provide evidence of progress monitoring and evaluation of student progress. Include a pre-post measure or time-series data to indicate student progress based on your goal/objectives. Include Goal Attainment Scale, Pre/Post GAS and Effect Size. Goals and interventions should be clear and directly related to your hypothesis.</p> <p><b>Include a total of 2 parent and 2 teacher evaluation forms for consultation cases. Include a total of 2 Supervisor evaluation forms.</b></p> <p><b>Refer to Consultation rubric.</b></p> <p><b>Your consultation report should reflect areas listed on the rubric. Limit your report to 7 pages.</b></p> <p>a. Write a 1-2 page summary of consultation with a teacher or parent on improving a student's <b>self-esteem</b>. Describe the consultation and at least four ways of increasing self-esteem in the classroom and at home based on psychological concepts. Consider ecological factors. This can be one of your two consultation cases required for this PBO. Make sure to state that your consultation was to raise self-esteem.</p>	<p><b>Fall</b></p> <p>1 <b>NOP</b></p> <p>Internship</p> <p>Parent Ev</p> <p>Parent Ev</p> <p>Teacher H</p> <p>Teacher H</p> <p>Supervis</p> <p>Supervis</p> <p><b>Fall or S</b></p> <p><b>2.a</b></p> <p>1 <b>NOP</b></p> <p>Univers</p> <p><b>Fall or S</b></p> <p><b>2.b</b></p> <p>1 <b>NOP</b></p> <p>Univers</p> <p>a. Self-e</p>

		b. Write a 1-2 page summary of consultation with a teacher or parent regarding a child or adolescent at risk for <b>drop-out</b> . Discuss child's progress or lack thereof, suggest interventions and a progress monitoring system. This can be one of your consultation cases required for this PBO. Make sure to state that your consultation was to address concerns regarding a student at -risk for drop- out.	b. Drop-
3.	<p><b>INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS</b></p> <p>(NASP Standard IV 4.1; CCTC Standard 5, 11, 18, 22, 25, and 26).</p> <p>1. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.</p>	<p>Describe how to modify the classroom organization and instruction to assist students in adjustment, growth and learning based on information gathered from psycho-educational and ecological assessments by designing <b>at least two data-based interventions per semester</b> for a total of 4 for the year. These should be academic or behavioral interventions to <u>support academic skills</u>.</p> <p>The intervention plans should include hypothesis, goals, goal attainment scaling, time-series data, monitoring and evaluation of progress. Outcome data should be included. <b>Goal Attainment Scale must be included with all intervention plans.</b> Pre/Post GAS and Effect Sizes should be highlighted.</p> <p>Submit two (2) written 2-3 page summaries to internship supervisor and university instructor per semester to include hypothesis, systematic observations, GAS, intervention plans, monitoring evaluation and outcome data, Pre/Post GAS, graphs and Effect Size, to be attached to summary. Be sure to discuss process and progress.</p> <p><b>Refer to Data-Based Case Study rubric (Part I).</b></p>	<p><b>Fall</b>  <b>Case 1:</b>  1  NOP N  University</p> <p><b>Fall</b>  <b>Case 2:</b>  1  NOP N  University</p>

4.	<p><b>INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS</b></p> <p>(NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).</p> <p>1. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing, externalizing disorders and dropping out of school.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. Candidates demonstrate an understanding of multiple factors on achievement.</p> <p>3. School psychologists demonstrate an understanding of the principles associated with the building of self esteem, personal and social responsibility, and their relationship to the life long learning process.</p>	<p><b>1. Individual Counseling</b></p> <p>Counsel at least two (2) individual students per semester for a total of 4 for the year. Each student must receive a minimum of six (6) counseling sessions.</p> <p>Please include the following:</p> <ol style="list-style-type: none"> <li>1. Parent Permission</li> <li>2. Clear description of your problem formulation (hypothesis) - Consider and include: externalizing and internalizing disorders and relationship to dropping out of school, self-esteem, personal and social responsibility (self-regulation and self-advocacy), and their relationship to the lifelong learning process and future outcomes.</li> <li>3. Clear description of Goals and Objectives written in behavioral and measurable terms directly related to hypothesis.</li> <li>4. Include pre/post data and/or time series data</li> <li>5. Include a Goal Attainment Scale for your goal(s) (GAS)</li> <li>6. Clear description of plan for intervention and strategies used.</li> <li>7. Include a pre-post measure to indicate student progress based on your goals &amp; objectives. Make sure it correlates with your G.A.S.</li> <li>8. Brief description of sessions for each counselee. Describe your plan, approaches, process, and outcome for that session.</li> <li>9. Integrate Resiliency interventions</li> <li>10. Evaluate techniques in context of the student's cultural and language background.</li> <li>11. Treatment outcome for each student. You should indicate whether you are seeing progress or not and what you are attributing it to. Refer to outcome data (time series, pre/post, G.A.S. or other sensitive forms of measuring progress). If no progress, what are the alternatives?</li> <li>13. <b>Include side by side comparisons of GAS</b></li> </ol>	<p><b>Fall</b></p> <p>1. 1 <b>NOP</b> N Internship</p> <p><b>Fall</b></p> <p>2. 1 <b>NOP</b> N Internship</p>

	<p>14. Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress.</p> <p><b>Refer to Counseling rubric.</b></p> <p><b>2. Group Counseling</b></p> <p>Conduct at least one (1) <b>counseling group</b> per semester for a total of at least 2 for the year. Groups will need to be either <b>social skills or life skills group</b>. At least one social skills group based on an evidenced based approach is required.</p> <p>a. Interview teachers and other school staff members for possible candidates for group counseling. Discuss referrals with supervisor and plan group sessions. Discuss group composition, rules, ethical and legal issues with supervisor.</p> <p>b. Conduct group sessions with school aged children based on your plan under the supervision of internship supervisor.</p> <p>c. Provide evidence of progress monitoring and evaluation of student progress and generalization of skills.</p> <p>d. Include a pre-post measure or time series data to indicate student progress based of your goal/objectives. Goals should be clear, as well as interventions. Include Pre/Post GAS and Effect Size.</p> <p><b>Submit Group Counseling Evaluation Rubric completed by your internship supervisor.</b></p> <p>3. Individual Counseling: Submit to university instructor 1 report reflecting areas 1-14 listed above. Also Refer to rubric attached, which will be used to grade your case. Your report should be 3-5 pages.</p> <p>4. Group Counseling: Submit to university instructor 1 report reflecting areas 1-4 listed above. Also Refer to rubric attached, which will be used to grade your case. Your report should be 3-5 pages.</p>	<p><b>Fall</b></p> <p>3. 1 <b>NOP</b></p> <p>Internship</p> <p><b>Fall</b></p> <p>4. 1 <b>NOP</b></p> <p>Internship</p> <p>Submit C complete ____met</p> <p><b>Fall</b></p> <p>1 <b>NOP</b></p> <p>Universit</p>
5.	<p><b>SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING</b></p> <p>(NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).</p>	

	<p>1. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.</p> <p>3. School psychologists demonstrate understanding of the ways in which school environments can enhance the safety and well being of all students.</p>	<p>1. Demonstrate knowledge of the school as a system. participate regularly in student study teams and individualized education plan meetings to develop and promote academic outcomes, learning, social development, and mental health for students. Participate in at least 5 SSTs and 5 IEPs and contribute actively to the development of learning, social development, and mental health goals and interventions of students.</p> <p>b. <b>FBA:</b> Candidate will perform one Functional Behavior Assessment per semester for a total of 2 for the year. Candidate will consider school environment, safety, and Well being of all students.</p> <p><b>Refer to FBA rubric.</b></p> <p>c. Provide documentation of a Positive Behavior Support Plan or Behavior Intervention Plan developed at the IEP that is based on your FBA for at least one of these two cases. Refer to rubric attached.</p> <p>Internship supervisor is to verify the FBAs. Submit FBA and Positive Behavior support or Behavior Intervention Plan to instructor by the end of the semester.</p> <p><b>Submit 1 report to the university instructor. Please refer and follow FBA rubric.</b></p> <p>2. Design and conduct one (1) <b>workshop or in-service</b> per semester for a total of two (2) for the year. The workshop or in-service can be for parents, teachers, or staff. These should be developed with assistance from your internship supervisor.</p> <p>a. Submit workshop agendas, needs assessment surveys, and evaluation of your in-service by participants. <b>Please use feedback evaluation form attached to gather data from participants.</b></p> <p>b. <b>Submit a 1-2 page summary</b> outlining the procedures in designing the topic, agenda, and evaluation of your in-service to University Instructors. <b>Attach to your summary separately including the title of your workshop/in-service with aggregate data reflecting the data obtained from feedback evaluation gathered from participants.</b></p>	<p><b>Fall</b></p> <p><b>1.a.</b></p> <p>1</p> <p><b>NOP</b></p> <p>Internship</p> <p><b>Fall</b></p> <p><b>1.b.</b></p> <p>1</p> <p><b>NOP</b></p> <p>Internship</p> <p><b>Fall</b></p> <p><b>1.c.</b></p> <p>1</p> <p><b>NOP</b></p> <p>Internship</p> <p><b>Fall</b></p> <p><b>2.a.</b></p> <p>1</p> <p><b>NOP</b></p> <p>Internship</p> <p><b>Fall</b></p> <p><b>2.b.</b></p> <p>1</p> <p><b>NOP</b></p> <p>Internship</p>
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		<p><b>NOTE: Aggregate data is a summation of all the data obtained from your participants. Please include number of participants, mean, and standard deviation.</b></p>	<b>Fall</b>
		3. 1 <b>NOP</b>	Internship
		3. Consult with counselors regarding vocational and career information. <b>Write a brief one page summary.</b>	<b>Fall</b>
6.	<p><b>PREVENTIVE AND RESPONSIVE SERVICES</b></p> <p><b>(NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).</b></p> <p>1. School psychologists have knowledge of principles and research related to <b>resilience</b> and <b>risk factors</b> in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental</p>	<p>Use a multi-systemic focus to work with students, families, and staff to intervene using principles and research based on resiliency and risk factors by:</p> <p>1. Integrating research related to resilience and risk factors into your work with students, families, and staff. Make use, assess, and clearly delineate risk and assets by using the 40 developmental assets research (<a href="http://searchinstitutue.org">searchinstitutue.org</a>).</p> <p>When working on a Data Based Case Study:</p> <p>a. use the 40 developmental asset list found through the <a href="http://searchinstitutue.org">searchinstitutue.org</a> to evaluate which assets students have and which assets they are lacking. <b>Create a list of</b></p>	<b>Fall</b> <b>1.a.</b> <b>1</b> <b>NOP</b> Internship

<p>health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</p>	<p><b>student's strengths and needs.</b></p> <p>b. develop multi-systemic interventions involving a collaboration with parents, teachers, and other individuals to <b>increase or put in place at least one developmental asset.</b></p> <p>c. develop a pre-post measure and time-series data to evaluate the implementation of the multi-systemic intervention involving the developmental asset(s). Include Pre/Post GAS and Effect Size.</p> <p>d. use a pre-post questionnaire and/or time series data, and/or GAS for the student (client) to evaluate the impact or effectiveness of the implementation for increasing student academic performance, learning, mental health, physical well-being, safety and/or social adjustment.</p> <p>2. Prepare and conduct crisis intervention teams and interventions by:</p> <p>a. Reviewing their school or district's crisis/incident response procedures &amp; protocols &amp; writing a summary &amp; review of the psychologist's role as the school mental health specialist proposing modifications where needed.</p>	<p><b>Fall</b>  <b>1.b.</b>  1  <b>NOP</b> N  Internship</p> <p><b>Fall</b>  <b>1.c.</b>  1  <b>NOP</b> N  Internship</p> <p><b>Fall</b>  <b>1.d.</b>  1  <b>NOP</b> N  Internship</p> <p><b>Fall</b>  <b>2.a.</b>  1  <b>NOP</b> N  Internship</p>
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		<p>b. Developing &amp;/or implementing a training program or workshop, &amp;/or leadership team, for students &amp;/or staff related to bullying prevention/ intervention/response at their school/district. Provide model of school safety planning and include comprehensive school climate and crisis response plans addressing elements of prevention, intervention and treatment.</p> <p>c. Providing how you would address the needs of witnesses, victims to enhanced learning and adjustment.</p> <p><b>Continued from Fall semester.</b></p>	<p><b>Fall</b></p> <p><b>2.b.</b></p> <p><b>1</b></p> <p><b>NOP</b></p> <p>Internship</p> <p><b>2.c.</b></p> <p><b>1</b></p> <p><b>NOP</b></p> <p>Internship</p> <p><b>Fall</b></p> <p><b>1</b></p> <p><b>NOP</b></p> <p>Universit</p>
7.	<p><b>FAMILY-SCHOOL COLLABORATION SERVICES</b></p> <p>(NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).</p> <p>1. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that</p>	<p>Demonstrate knowledge of principles and research related to family systems, strengths, needs, and culture and use evidence based strategies to support families and schools by enhancing school-home collaboration with at least one family.</p> <p>Candidate will:</p> <p>1. Consult with a family assisting them achieve a positive home-school collaboration by enhancing a collaborative relationship between parent and teacher to assist the student. The candidate will demonstrate skills to design, implement, and evaluate an intervention to work on a specified problem, such as homework or classroom completion, through collaborating with</p>	<p><b>Fall</b></p> <p><b>1.</b></p> <p><b>1</b></p> <p><b>NOP</b></p> <p>Internship</p>

	<p>respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic.</p> <p>parent and teacher and using a scientifically based intervention using data (pre/post) to support the intervention.</p> <p>Candidate will submit to professor:</p> <ol style="list-style-type: none"> <li>1) Referral issue</li> <li>2) Hypothesis including reference to culture and context</li> <li>3) Goals</li> <li>4) design of intervention based on hypothesis and goals</li> <li>5) include other community agencies when necessary and describe involvement</li> <li>6) implementation of intervention</li> <li>7) intervention adherence</li> <li>8) evaluation of intervention</li> <li>9) supporting data</li> <li>10) evaluation feedback from parent and teacher</li> <li>11) summary of case including the above</li> </ol> <p>2. Creating/implementing/facilitating a parent support group that meets for 4 – 6 sessions to discuss effective parenting &amp;/or positive behavior support strategies based upon an evidence-based model. Candidate will include community agency information as resources for future support.</p> <p>3. List and describe a case where a referral to a community agency took place. Submit the following:</p> <ol style="list-style-type: none"> <li>a. Initial referral</li> <li>b. Hypothesis</li> <li>c. Need for referral</li> <li>d. Community agency used for referral</li> </ol>	<p><b>Fall</b> 2. 1 <b>NOP</b> N</p> <p>Internship</p> <p><b>Fall</b> 3. 1 <b>NOP</b> N</p> <p>Internship</p> <p><b>Fall</b> 1 <b>NOP</b> N</p> <p>Universit</p>
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8.	<p><b>DIVERSITY IN DEVELOPMENT AND LEARNING</b></p> <p><b>(NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).</b></p> <p>1. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, gender, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.</p> <p>2. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.</p>	<p>Through assessment and consultation, candidates will work with a student, family, and school staff to address an issue related to diversity in development and learning, including factors related to culture, context, gender, and individual and role differences and use evidence based strategies and diversity factors to enhance services by:</p> <p>1.a. Conducting a bilingual assessment with an ELL student. <b>Refer to bilingual assessment rubric.</b> Conduct an assessment with a culturally diverse student employing alternative assessment, when necessary.</p> <p>1.b. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate appropriate and successful program planning and for social justice.</p> <p><b>Refer to rubric.</b></p> <p>2.a. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate for social justice.</p> <p>2.b. present and exchange information in a variety of contexts with diverse students and families, teachers and others to enhance communication.0</p>
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9.	<p><b>RESEARCH AND PROGRAM DESIGN AND EVALUATION</b></p> <p><b>(NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).</b></p> <p>1. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.</p> <p>2. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.</p>	<p>Demonstrate skills to evaluate and apply research as a foundation for service delivery and to evaluate programs that support effective learning and in collaboration with others use or describe various techniques and technology resources for research/program design, data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and or systems levels by:</p> <p>1. Identifying a particular academic or behavioral program or system currently in place at your school or district and <b><u>creating, and if possible, implementing</u></b> a research design or program evaluation that will consist of:</p> <ul style="list-style-type: none"> <li>a. describing the program and purpose for the support of pupil cognitive development, academic achievement, social emotional development, mental health, and/or life skills;</li> <li>b. describing research and program evaluation design;</li> <li>c. describing data collection procedures and tools to gather data;</li> <li>d. describing analysis for measuring its effectiveness in meeting its goals; and</li> <li>e. interpreting and describing evaluation results verbally and by using technology to write report and create visually stimulating graphs.</li> </ul>	<p><b>Fall</b></p> <p>1. <b>NOP</b> N</p> <p>Internship</p> <p><b>Fall</b></p> <p>1 <b>NOP</b> N</p> <p>Universit</p> <p><b>Fall</b></p> <p>2. <b>NOP</b> N</p>

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		<p>2. Demonstrate knowledge of programs and services within a comprehensive model of support at the schools to promote high expectations and increase learning and achievement by designing prevention, intervention, and treatment services across the hierarchy of student's needs. Based on a student you are working with:</p> <ul style="list-style-type: none"> <li>a. understand the student needs based on an assessment or data and consider system ecological factors;</li> <li>b. make recommendations for appropriate comprehensive program support within the IEP or student teams</li> <li>c. delineate data based goals based on high expectations to increase learning, achievement, and adjustment</li> <li>d. design a prevention, intervention or treatment program to support student needs.</li> <li>d. describe monitoring and evaluation of goals using data.</li> </ul>	<b>Fall</b> <b>1</b> <b>NOP</b> <b>Universi</b>
			<b>Fall</b> <b>1</b> <b>NOP</b> <b>Universi</b>
10.	<p><b>LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE</b></p> <p>(NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).</p> <p>1. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards and code of ethics; and other legal mandates related to professional identity and effective practice as school psychologists.</p>	<p>Demonstrate professional practice, legal, and ethical practice in school psychology by:</p> <ul style="list-style-type: none"> <li>a. Participating in local and state professional associations in psychology, particularly school psychology. Become a student member of one such association. Provide proof to university instructor.</li> <li>b. Attending one professional conference of a state or local psychological association, (e.g., CASP or LAASP). Complete Conference Attendance Form.</li> <li>c. Demonstrating ethical and legal practice based on their assessments, counseling, prevention, intervention,</li> </ul>	<b>Fall</b> <b>1</b> <b>NOP</b> <b>Universi</b>

	<p>2. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p>	<p>consultation, and other activities related to school. Candidates will be evaluated on the law and ethics applied to their case studies, as well as on the candidate evaluation (Assessment tools: appendix D; psychoeducational report rubric).</p> <p>Demonstrate an ability to investigate information about ethical and legal matters using the internet and discuss this process with your supervisor and university professor.</p>	
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### Appendix A18

**\*Please note: Due to a horizontal formatting, this document does not show the column where supervisor and professor rate and sign. Candidates will provide a complete document to supervisor.**

## **California State University, Northridge**

Michael D. Eisner College of Education

Department of Educational Psychology and Counseling  
School Psychology Program

**Internship in School Psychology (EPC 659HC) – Spring  
DRAFT  
PERFORMANCE BASED OUTCOMES - RATING CRITERIA**

**Dear Supervisor:** Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology intern. Please indicate whether the candidate has met the standard and to what degree, sign and date. Please indicate if you have any recommendations or concerns of the candidate's knowledge base, skills, or competence in each area.

Please use following criteria to rate Performance Based Outcomes on this form.

1	<b>NOP</b> - No Opportunity to Perform	Intern did not have opportunity to perform PBO
2	<b>NM</b> - Not Met	Intern had the opportunity, but did not fulfill PBO
3	<b>PM</b> - Partially Met	Intern continues to need frequent guidance and supervision with PBO
4	<b>M</b> - Met Standard	Intern completed PBO independently with minimal supervision
5	<b>MS</b> - Mastered Standard	Intern completed PBO with competency equivalent to a practicing school psychologist

If you feel the intern is not meeting the standard or only partially meeting the standards, please discuss with the intern and contact the university instructor. Candidates in internship should be meeting the standards and obtaining ratings of at least 4s by the Spring semester.

Please note that while the PBOs for internship are the same for both Fall and Spring semesters, PBOs and expectations have been divided into two documents to make it easier to monitor progress.

1.	<p><b>DATA-BASED DECISION MAKING AND ACCOUNTABILITY</b></p> <p><b>(NASP Standard II; CCTC Standard 4, 5, 6, 7, 15, 19, 22, 23, 25, &amp; 26).</b></p> <p>1. School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</p> <p>2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>	<p><b>1. Psycho-Educational Assessment</b></p> <p>a. Administer, score, and interpret a variety of individually administered intelligence tests to at least 14 different students of differing abilities and from diverse cultural and linguistic backgrounds over the year. Batteries should be chosen based on the student's need. Seven (7) of these assessments should be conducted in the Fall and 7 in the Spring. Submit test scores and results as part of your psycho-educational report for each of these assessments (see PBO 1c).</p> <p>Experience with the following populations is expected.</p> <p>e) Learning Disabled f) Emotionally Disturbed g) Limited English Proficient h) Severe Developmentally Delayed e) Alternative Assessment</p> <p>b. Administer, score, and interpret at least 14 tests of academic achievement such as WJ-III Achievement or WIAT-II and 14 tests of psychological processing such as the TAPS-III, CTOPP-2, TVPS-III, and VMI. Seven (7) of these assessments should be conducted in the Fall and seven (7) in the Spring. Submit test scores and results as part of your psycho-educational report (see PBO 1c).</p> <p>c. Write and submit 7 psycho-educational reports at the end of each semester, 14 for the year, in portfolio with evaluation rubrics attached. Reports should be comprehensive and not based on a simple template. At least 3 of the 7 reports in each semester should adhere to format required by you university professors and have a rated rubric attached. One of these three reports should also include a rated rubric by your internship supervisor. Refer to Psycho-educational report</p>	<p><b>Spring</b> <b>1.a.</b> 1 <b>NOP</b> M Internship</p> <p>a) ____ m b) ____ m c) ____ m d) ____ m e) ____ m</p> <p><b>Spring</b> <b>1.b.</b> 1 <b>NOP</b> M Internship</p> <p><b>Spring</b> <b>1.c.</b> 1 <b>NOP</b> M Internship</p>
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	<p>rubric.</p> <p>Demonstrate knowledge of learning theories and factors influencing learning and teaching. In your reports include:</p> <ul style="list-style-type: none"> <li>• Gender, cultural and linguistic differences</li> <li>• Language Proficiency</li> <li>• Cognition</li> <li>• Information Processing: Attention &amp; Memory</li> <li>• Perceptual sensory processes</li> <li>• Social-Emotional state</li> <li>• Motivation</li> <li>• Executive functions/organizational skills</li> <li>• Legal and Ethical Factors</li> <li>• Statistically Significant Strength and weaknesses</li> <li>• Congruence between students Ss and Ws and instructional strategies</li> </ul> <p>Write a summary evaluating your progress in your assessment skills and report writing at the end of the semester. Include steps you need to take to become better in your assessment and data based problem solving skills.</p> <p>d. Attend and participate in at least two (2) IEP's per semester, and a total of 4 for the year to consider special education placement. Share data from psycho-educational assessment in a manner in which the parent can understand findings.</p> <p><b>2. Response-to-Intervention - Identify a student with an academic need (e.g., reading decoding or fluency) and assess and provide interventions to address the student's need. Employ the problem-solving model within a multi-tiered framework for addressing the student's needs. This case study can be done by working directly with the student, in consultation with their teacher, or combination of the two. Include important elements such as research-based interventions, systematic progress monitoring, goal attainment scale, and data-based decision-making.</b></p>	<p><b>Spring</b> 1.d. 1 <b>NOP</b> N</p> <p>Internship</p> <p><b>Spring</b> 2. 1 <b>NOP</b> N</p> <p>Internship</p> <p><b>Spring</b></p> <p>3. 1 <b>NOP</b> N</p> <p>Internship</p> <p><b>Fall or S</b> 1 <b>NOP</b></p> <p>Universit</p>
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		<p><b>5. You are required to conduct one of the psycho-educational or strength based assessments in the TLCC through the Berke Assessment Clinic.</b></p>	
2	<p><b>CONSULTATION AND COLLABORATION</b></p> <p>(NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).</p> <p>1. School psychologists have knowledge of varied methods and theories of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.</p> <p>2. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, <b>school psychologists demonstrate skills to consult, collaborate, and communicate</b> with others during design, implementation, and evaluation of services and programs.</p> <p>Candidate should demonstrate skills needed to work effectively with pupils and their families from diverse backgrounds.</p>	<p><b>Consultation Case Study</b></p> <p>1. Conduct at least 1 comprehensive consultation case per semester for a total of at least 2 for the year. Use the problem solving model involving clear hypothesis, goals, goal attainment scales, interventions, baseline and outcome data.</p> <p>Consult with a teacher and a parent on an issue involving academic or behavioral difficulties. Use the consultation models discussed in your consultation class and describe which model you are using and why. Provide evidence of progress monitoring and evaluation of student progress. Include a pre-post measure or time-series data to indicate student progress based on your goal/objectives. Include Goal Attainment Scale, Pre/Post GAS and Effect Size. Goals and interventions should be clear and directly related to your hypothesis.</p> <p><b>Include a total of 2 parent and 2 teacher evaluation forms for consultation cases. Include a total of 2 Supervisor evaluation forms.</b></p> <p><b>Refer to Consultation rubric.</b></p> <p><b>Your consultation report should reflect areas listed on the rubric. Limit your report to 7 pages.</b></p> <p>a. Write a 1-2 page summary of consultation with a teacher or parent on improving a student's <b>self-esteem</b>. Describe the consultation and at least four ways of increasing self-esteem in the classroom and at home based on psychological concepts. Consider ecological factors. This can be one of your two consultation cases required for this PBO. Make sure to state that your consultation was to raise self-esteem.</p>	<p><b>Spring</b></p> <p>1 NOP</p> <p>Internship</p> <p>Parent Ev</p> <p>Parent Ev</p> <p>Teacher H</p> <p>Teacher H</p> <p>Supervis</p> <p>Supervis</p> <p><b>Fall or S</b></p> <p>2.a</p> <p>1 NOP</p> <p>Universi</p> <p><b>Fall or S</b></p> <p>2.b</p> <p>1 NOP</p> <p>Universi</p> <p>a. Self-e</p> <p>b. Drop-</p>

		b. Write a 1-2 page summary of consultation with a teacher or parent regarding a child or adolescent at risk for <b>drop-out</b> . Discuss child's progress or lack thereof, suggest interventions and a progress monitoring system. This can be one of your consultation cases required for this PBO. Make sure to state that your consultation was to address concerns regarding a student at -risk for drop- out.	
3.	<p><b>INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS</b></p> <p>(NASP Standard IV 4.1; CCTC Standard 5, 11, 18, 22, 25, and 26).</p> <p>1. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.</p>	<p>Describe how to modify the classroom organization and instruction to assist students in adjustment, growth and learning based on information gathered from psycho-educational and ecological assessments by designing <b>at least two data-based interventions per semester</b> for a total of 4 for the year. These should be academic or behavioral interventions to <u>support academic skills</u>.</p> <p>The intervention plans should include hypothesis, goals, goal attainment scaling, time-series data, monitoring and evaluation of progress. Outcome data should be included. <b>Goal Attainment Scale must be included with all intervention plans.</b> Pre/Post GAS and Effect Sizes should be highlighted.</p> <p>Submit two (2) written 2-3 page summaries to internship supervisor and university instructor per semester to include hypothesis, systematic observations, GAS, intervention plans, monitoring evaluation and outcome data, Pre/Post GAS, graphs and Effect Size, to be attached to summary. Be sure to discuss process and progress.</p> <p><b>Refer to Data-Based Case Study rubric (Part I).</b></p>	<p><b>Spring Case 1:</b> 1 NOP N Universit</p> <p><b>Spring Case 2:</b> 1 NOP N Universit</p>

4.	<p><b>INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS</b></p> <p>(NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).</p> <p>1. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing, externalizing disorders and dropping out of school.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. Candidates demonstrate an understanding of multiple factors on achievement.</p> <p>3. School psychologists demonstrate an understanding of the principles associated with the building of self esteem, personal and social responsibility, and their relationship to the life long learning process.</p>	<p><b>1. Individual Counseling</b></p> <p>Counsel at least two (2) individual students per semester for a total of 4 for the year. Each student must receive a minimum of six (6) counseling sessions.</p> <p>Please include the following:</p> <ol style="list-style-type: none"> <li>1. Parent Permission</li> <li>2. Clear description of your problem formulation (hypothesis) - Consider and include: externalizing and internalizing disorders and relationship to dropping out of school, self-esteem, personal and social responsibility (self-regulation and self-advocacy), and their relationship to the lifelong learning process and future outcomes.</li> <li>3. Clear description of Goals and Objectives written in behavioral and measurable terms directly related to hypothesis.</li> <li>4. Include pre/post data and/or time series data</li> <li>5. Include a Goal Attainment Scale for your goal(s) (GAS)</li> <li>6. Clear description of plan for intervention and strategies used.</li> <li>7. Include a pre-post measure to indicate student progress based on your goals &amp; objectives. Make sure it correlates with your G.A.S.</li> <li>8. Brief description of sessions for each counselee. Describe your plan, approaches, process, and outcome for that session.</li> <li>9. Integrate Resiliency interventions</li> <li>10. Evaluate techniques in context of the student's cultural and language background.</li> <li>11. Treatment outcome for each student. You should indicate whether you are seeing progress or not and what you are attributing it to. Refer to outcome data (time series, pre/post, G.A.S. or other sensitive forms of measuring progress). If no progress, what are the alternatives?</li> <li>13. <b>Include side by side comparisons of GAS</b></li> </ol>	<p><b>Spring</b> 1. 1 NOP N Internship</p> <p><b>Spring</b> 2. 1 NOP N Internship</p>

	<p>14. Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress.</p> <p><b>Refer to Counseling rubric.</b></p> <p><b>2. Group Counseling</b></p> <p>Conduct at least one (1) <b>counseling group</b> per semester for a total of at least 2 for the year. Groups will need to be either <b>social skills or life skills group</b>. At least one social skills group based on an evidenced based approach is required.</p> <ul style="list-style-type: none"> <li>a. Interview teachers and other school staff members for possible candidates for group counseling. Discuss referrals with supervisor and plan group sessions. Discuss group composition, rules, ethical and legal issues with supervisor.</li> <li>b. Conduct group sessions with school aged children based on your plan under the supervision of internship supervisor.</li> <li>c. Provide evidence of progress monitoring and evaluation of student progress and generalization of skills.</li> <li>d. Include a pre-post measure or time series data to indicate student progress based of your goal/objectives. Goals should be clear, as well as interventions. Include Pre/Post GAS and Effect Size.</li> </ul> <p><b>Submit Group Counseling Evaluation Rubric completed by your internship supervisor.</b></p> <p>3. Individual Counseling: Submit to university instructor 1 report reflecting areas 1-14 listed above. Also Refer to rubric attached, which will be used to grade your case. Your report should be 3-5 pages.</p> <p>4. Group Counseling: Submit to university instructor 1 report reflecting areas 1-4 listed above. Also Refer to rubric attached, which will be used to grade your case. Your report should be 3-5 pages.</p>	<p><b>Spring</b> 3. 1 <b>NOP</b> N</p> <p>Internship _____</p> <p><b>Spring</b> 4. 1 <b>NOP</b> N</p> <p>Internship _____</p> <p>Submit C complete _____ met</p> <p><b>Spring</b> 1 <b>NOP</b> N</p> <p>Universit</p>
5.	<p><b>SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING</b></p> <p>(NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).</p>	

	<p>1. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.</p> <p>3. School psychologists demonstrate understanding of the ways in which school environments can enhance the safety and well being of all students.</p>	<p>1. Demonstrate knowledge of the school as a system. participate regularly in student study teams and individualized education plan meetings to develop and promote academic outcomes, learning, social development, and mental health for students. Participate in at least 5 SSTs and 5 IEPs and contribute actively to the development of learning, social development, and mental health goals and interventions of students.</p> <p>b. <b>FBA:</b> Candidate will perform one Functional Behavior Assessment per semester for a total of 2 for the year. Candidate will consider school environment, safety, and Well being of all students.</p> <p><b>Refer to FBA rubric.</b></p> <p>c. Provide documentation of a Positive Behavior Support Plan or Behavior Intervention Plan developed at the IEP that is based on your FBA for at least one of these two cases. Refer to rubric attached.</p> <p>Internship supervisor is to verify the FBAs. Submit FBA and Positive Behavior support or Behavior Intervention Plan to instructor by the end of the semester.</p> <p><b>Submit 1 report to the university instructor. Please refer and follow FBA rubric.</b></p> <p>2. Design and conduct one (1) <b>workshop or in-service</b> per semester for a total of two (2) for the year. The workshop or in-service can be for parents, teachers, or staff. These should be developed with assistance from your internship supervisor.</p> <p>a. Submit workshop agendas, needs assessment surveys, and evaluation of your in-service by participants. <b>Please use feedback evaluation form attached to gather data from participants.</b></p> <p>b. <b>Submit a 1-2 page summary</b> outlining the procedures in designing the topic, agenda, and evaluation of your in-service to University Instructors. <b>Attach to your summary separately including the title of your workshop/in-service with aggregate data reflecting the data obtained from feedback evaluation gathered from participants.</b></p>	<b>Spring 1.a.</b> 1 <b>NOP N</b> Internship
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		<p><b>NOTE: Aggregate data is a summation of all the data obtained from your participants. Please include number of participants, mean, and standard deviation.</b></p> <p>3. Consult with counselors regarding vocational and career information. <b>Write a brief one page summary.</b></p>	<b>3.</b> 1 <b>NOP</b> N Internship  <u>Spring</u> 1 <b>NOP</b> University
6.	<p><b>PREVENTIVE AND RESPONSIVE SERVICES</b></p> <p><b>(NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).</b></p> <p>1. School psychologists have knowledge of principles and research related to <b>resilience</b> and <b>risk factors</b> in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</p>	<p>Use a multi-systemic focus to work with students, families, and staff to intervene using principles and research based on resiliency and risk factors by:</p> <p>1. Integrating research related to resilience and risk factors into your work with students, families, and staff. Make use, assess, and clearly delineate risk and assets by using the 40 developmental assets research (<a href="http://searchinstitutue.org">searchinstitutue.org</a>).</p> <p>When working on a Data Based Case Study:</p> <p>a. use the 40 developmental asset list found through the <a href="http://searchinstitutue.org">searchinstitutue.org</a> to evaluate which assets students have and which assets they are lacking. Create <b>a list of student's strengths and needs.</b></p>	<u>Spring</u> 1.a. 1 <b>NOP</b> N Internship

		<p>b. develop multi-systemic interventions involving a collaboration with parents, teachers, and other individuals to <b>increase or put in place at least one developmental asset.</b></p> <p>c. develop a pre-post measure and time-series data to evaluate the implementation of the multi-systemic intervention involving the developmental asset(s). Include Pre/Post GAS and Effect Size.</p> <p>d. use a pre-post questionnaire and/or time series data, and/or GAS for the student (client) to evaluate the impact or effectiveness of the implementation for increasing student academic performance, learning, mental health, physical well-being, safety and/or social adjustment.</p> <p>2. Prepare and conduct crisis intervention teams and interventions by:</p> <p>a. Reviewing their school or district's crisis/incident response procedures &amp; protocols &amp; writing a summary &amp; review of the psychologist's role as the school mental health specialist proposing modifications where needed.</p> <p>b. Developing &amp;/or implementing a training program or workshop, &amp;/or leadership team, for students &amp;/or staff</p>	<p><b>Spring</b> <b>1.b.</b> 1 <b>NOP</b> N Internship</p> <p><b>Spring</b> <b>1.c.</b> 1 <b>NOP</b> N Internship</p> <p><b>Spring</b> <b>1.d.</b> 1 <b>NOP</b> N Internship</p> <p><b>Spring</b> <b>2.a.</b> 1 <b>NOP</b> N Internship</p> <p><b>Spring</b> <b>2.b.</b> 1 <b>NOP</b> N Internship</p> <p><b>Spring</b> <b>2.c.</b></p>
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		<p>related to bullying prevention/ intervention/response at their school/district. Provide model of school safety planning and include comprehensive school climate and crisis response plans addressing elements of prevention, intervention and treatment.</p> <p>c. Providing how you would address the needs of witnesses, victims to enhanced learning and adjustment.</p> <p><b>Continued from Fall semester.</b></p>	1 <b>NOP</b> Internship  <u>Spring</u> 1 <b>NOP</b> University
7.	<p><b>FAMILY-SCHOOL COLLABORATION SERVICES</b></p> <p>(NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).</p> <p>1. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic.</p>	<p>Demonstrate knowledge of principles and research related to family systems, strengths, needs, and culture and use evidence based strategies to support families and emphasize collaboration between families and schools by enhancing school-home collaboration with at least one family.</p> <p>Candidate will:</p> <p>1. Consult with a family assisting them achieve a positive home-school collaboration by enhancing a collaborative relationship between parent and teacher to assist the student. The candidate will demonstrate skills to design, implement, and evaluate an intervention to work on a specified problem, such as homework or classroom completion, through collaborating with parent and teacher and using a scientifically based intervention using data (pre/post) to support the intervention.</p> <p>Candidate will submit to professor:</p> <p>12) Referral issue  13) Hypothesis including reference to culture and context  14) Goals  15) design of intervention based on hypothesis and goals  16) include other community agencies when necessary and describe involvement  17) implementation of intervention</p>	<u>Spring</u> 1. 1 <b>NOP</b> Internship

		<p>18) intervention adherence      19) evaluation of intervention      20) supporting data      21) evaluation feedback from parent and teacher      22) summary of case including the above</p> <p>2. Creating/implementing/facilitating a parent support group that meets for 4 – 6 sessions to discuss effective parenting &amp;/or positive behavior support strategies based upon an evidence-based model. Candidate will include community agency information as resources for future support.</p> <p>3. List and describe a case where a referral to a community agency took place. Submit the following:</p> <ul style="list-style-type: none"> <li>e. Initial referral</li> <li>f. Hypothesis</li> <li>g. Need for referral</li> <li>h. Community agency used for referral</li> </ul>	<b>Spring</b> 2. 1 <b>NOP</b> N  Internship
8.	<p><b>DIVERSITY IN DEVELOPMENT AND LEARNING</b></p> <p><b>(NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).</b></p> <p>1. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse</p>	<p>Through assessment and consultation, candidates will work with a student, family, and school staff to address an issue related to diversity in development and learning, including factors related to culture, context, gender, and individual and role differences and use evidence based strategies and diversity factors to enhance services by:</p>	<b>Spring</b> 3. 1 <b>NOP</b> N  Internship
			<b>Spring</b> 1 <b>NOP</b> N  <b>Universi</b>

	<p>characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, gender, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.</p> <p>2. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.</p>	<p>1.a. Conducting a bilingual assessment with an ELL student. <b>Refer to bilingual assessment rubric.</b> Conduct an assessment with a culturally diverse student employing alternative assessment, when necessary.</p> <p>1.b. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate appropriate and successful program planning and for social justice.</p> <p><b>Refer to rubric.</b></p> <p>2.a. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate for social justice.</p> <p>2.b. present and exchange information in a variety of contexts with diverse students and families, teachers and others to enhance communication.0</p>	<p><b>Spring</b> 1.a. 1 <b>NOP</b> M Internship</p> <p><b>Spring</b> 1.b. 1 <b>NOP</b> M Internship</p> <p><b>Spring</b> 2.a. 1 <b>NOP</b> M Internship</p> <p><b>Spring</b> 2.b. 1 <b>NOP</b> M Internship</p> <p><b>Spring</b> 1 <b>NOP</b> M Universit</p>
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9.	<p><b>RESEARCH AND PROGRAM DESIGN AND EVALUATION</b></p> <p><b>(NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).</b></p> <p>1. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.</p> <p>2. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.</p>	<p>Demonstrate skills to evaluate and apply research as a foundation for service delivery and to evaluate programs that support effective learning and in collaboration with others use or describe various techniques and technology resources for research/program design, data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and or systems levels by:</p> <p>1. Identifying a particular academic or behavioral program or system currently in place at your school or district and <u>creating, and if possible, implementing</u> a research design or program evaluation that will consist of:</p> <ul style="list-style-type: none"> <li>f. describing the program and purpose for the support of pupil cognitive development, academic achievement, social emotional development, mental health, and/or life skills;</li> <li>g. describing research and program evaluation design;</li> <li>h. describing data collection procedures and tools to gather data;</li> <li>i. describing analysis for measuring its effectiveness in meeting its goals; and</li> <li>j. interpreting and describing evaluation results verbally and by using technology to write report and create visually stimulating graphs.</li> </ul> <p>2. Demonstrate knowledge of programs and services within a comprehensive model of support at the schools to promote high expectations and increase learning and achievement by designing prevention, intervention, and treatment services across the hierarchy of student's needs. Based on a student you are working with:</p> <ul style="list-style-type: none"> <li>a. understand the student needs based on an assessment or data and consider system ecological factors;</li> </ul>	<p><b>Spring</b> 1. 1 <b>NOP</b> M</p> <p>Internship</p> <p><b>Spring</b> 1 <b>NOP</b> M</p> <p>Universit</p> <p><b>Spring</b> 2. 1 <b>NOP</b> M</p> <p>Internship</p> <p><b>Spring</b> 1 <b>NOP</b> M</p> <p>Universit</p>

		b. make recommendations for appropriate comprehensive program support within the IEP or student teams c. delineate data based goals based on high expectations to increase learning, achievement, and adjustment d. design a prevention, intervention or treatment program to support student needs. d. describe monitoring and evaluation of goals using data.	<b>Spring</b>  1 <b>NOP</b> N  Internship
10.	<p><b>LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE</b></p> <p>(NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).</p> <p>1. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards and code of ethics; and other legal mandates related to professional identity and effective practice as school psychologists.</p> <p>2. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists,</p>	<p>Demonstrate professional practice, legal, and ethical practice in school psychology by:</p> <p>a. Participating in local and state professional associations in psychology, particularly school psychology. Become a student member of one such association. Provide proof to university instructor.</p> <p>b. Attending one professional conference of a state or local psychological association, (e.g., CASP or LAASP). Complete Conference Attendance Form.</p> <p>c. Demonstrating ethical and legal practice based on their assessments, counseling, prevention, intervention, consultation, and other activities related to school. Candidates will be evaluated on the law and ethics applied to their case studies, as well as on the candidate evaluation (Assessment tools: appendix D; psychoeducational report rubric).</p> <p>Demonstrate an ability to investigate information about ethical and legal matters using the internet and discuss this process with your supervisor and university professor.</p>	<b>Spring</b>  1 <b>NOP</b> N  University

	including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	
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## Appendix A19

### **PORFOLIO CHECKLIST FOR SCHOOL PSYCHOLOGY INTERNS**

**The purpose of this portfolio is twofold: 1) to evaluate your competence as a school psychology candidate and 2) for you to see your own professional growth. We will be keeping various documentation included in this portfolio as part of our documentation of your competence. Please make copies of items shown by asterisks, as these will not be returned to you. (Refer to the list of documents to be turned in for the credential check attached.)**

**This portfolio is continuous through the end of the program, but will be evaluated each semester by your professor. The fall portfolio will be returned to you during the spring semester. Occasionally, we will ask for sample portfolios from candidates for accreditation purposes.**

**You will need to show your completed portfolio at the end of the program to your internship instructor and to the professor evaluating your completion of the program.**

**When including reports or summaries of clients, please remove all identifying information of all involved, except for your name.**

**School Psychology Candidate's Portfolio's should be organized in the following manner:**

- I.     **\*Forms (Please submit copies to your instructor of all forms for fieldwork and internship)**
  - 1. **Fieldwork**
    - a. Practicum/Internship Agreement for all sites
    - b. Daily logs with cumulative hour totals and signed by fieldsite supervisor
    - c. Performance Based Outcomes forms for each semester with required signatures and ratings
    - d. Evaluations from fieldsite supervisors for each semester
    - e. *Rubrics and supporting documents from your classes (i.e., counseling, functional analysis, consultation, 3 psycho-educational assessment reports)*
    - f. *Self-evaluation*
    - g. Supervisor(s) evaluation at the end of the school year
  - 2. **Internship**
    - a. Fieldwork/Internship Agreement for all sites
    - b. Daily logs with cumulative hour totals and signed by fieldsite supervisor

- c. Performance Based Outcomes forms for each semester with required signatures and ratings
- d. Evaluations from fieldsite supervisors for each semester
- e. Evaluations from teachers and parents
- f. Self-Evaluation - pre/post
- g. Supervisor(s) evaluation at the end of the school year

## **II. Professional Practice and Development**

### **1. Mission Statement and Professional Goals**

- a. Include an updated version of your mission statement and professional goals and objectives.
- b. Discuss with your supervisor at final supervisory conference your plans for continued personal and professional growth, self-esteem enhancement, life-long learning, cultural sensitivity, and child advocacy and summarize this in 1-2 paragraphs. Include with your Mission Statement and goals.
- c. Summary of ability to provide psychological services in counseling and academic and behavioral intervention using data based decision making including appropriate goals, implementation, and monitoring and evaluation methods. Describe competence in terms of producing and documenting candidate outcomes. See PBO #3.

### **2. Professional Organization Membership**

- a. Include copy or proof of membership of a professional association, such as CASP, NASP, etc.
- b. Join and participate in a professional association. When possible attend committee meetings, make a presentation, volunteer, etc. Include summary in portfolio.

### **3. \*Professional Development (Provide copies to instructor)**

- a. Include copy of workshop attendance per semester. Attend at least one professional conference of a state or local psychological association (i.e. CASP, LASP, V-CASP, NASP, etc.)

### **4. Include an updated resume.**

### **5. Submit results of PRAXIS II in School Psychology. Proof of having taking it and scores are required for final program exit.**

## **III. Assessment (This should include psycho-educational reports and rubrics)**

1. Six psycho-educational assessment reports (3 per semester) adhering to format required by the university with rubric including feedback from instructor. **All identifying information should be removed, except for SP candidates name.**
2. **Two of the above should also have fieldsite supervisor's rated rubric attached (one per semester).**
3. Eight additional psycho-educational assessment reports with removed identifying information. (These can be written based on district format, as long as they are comprehensive reports and not based on templates).
4. There should be a total of 14 psycho-educational reports.

5. Reports should include the following type of cases: Learning Disabled, Emotionally Disturbed, Limited English Proficient, Severe Developmentally Delayed, Alternative Assessment

**IV. Interventions (This should include report and rubric)**

1. **Two one page summaries of 2 data based intervention plans** to include systematic observations, intervention plans, monitoring, evaluation and outcome data. Discuss process and progress in your summary.
2. **One Functional Assessment report and Positive Behavior Support or Behavior Intervention Plan with rubric.**

**V. Counseling (This should include summaries and rubrics)**

1. **Two brief one page summaries of individual counseling** with two different candidates for at least 6 sessions. Include goals and objectives. Demonstrate monitoring and evaluating candidate progress and generalization of skills. **Include a pre-post measure or time series data to show candidate progress and outcome based on your goal/objectives. Goals should be clear, as well as interventions.** Submit Counseling Evaluation rubric completed by your site supervisor. Refer to rubric for requirements.
2. **One brief one page summary of group counseling.** Include goals and objectives. Demonstrate monitoring and evaluating candidate progress and generalization of skills and indicate tools used to measure outcomes. **Include a pre-post measure or time series data to show candidate progress and outcome based on your goal/objectives. Goals should be clear, as well as interventions.** Submit Counseling Evaluation rubric completed by your site supervisor. Refer to rubric for requirements.

**VI. Consultation/Home School Collaboration (This should include summary and rubric)**

**a. Consultation:**

1. **Two brief one page summaries of consultation cases with two teachers and two parents** (these can be two conjoint (including both teacher and parent) consultation cases) on at least two different matters involving academic or behavioral difficulties. Use a consultation model discussed in your consultation class. **Submit rubrics for consultation cases along with consultation summary. (Make copies of summaries and rubrics for instructor).**
2. One page summary of consultation with a teacher or parent on improving a candidate's self-esteem. Describe the consultation and at least 4 ways of increasing self-esteem in the classroom and at home based on psychological concepts. Consider ecological factors. This can be one of the two cases required for number one, but do state that your consultation was to raise self-esteem.
3. One page summary of consultation with a teacher or parent regarding a drop-out prone child or adolescent. Discuss child's progress or lack of, suggest interventions and a monitoring and follow up system. This can be one of the two cases required for number one, but do state that your consultation in regards to a drop out prone child or adolescent.

**b. Home School Collaboration:**

1. Write a summary of goals and objectives for the parent in-service. Include outcomes, and your insights.
2. Write a summary of goals and objectives for the staff or teacher in-service. Include outcomes, and your insights.
3. Consult with counselors regarding vocational and career information. Write a brief one page summary.

**VII. Research**

1. Write a summary of your thesis/project or include topics for your comp questions.
2. Research proposals from EPC 603.