



California State University, Sacramento
College of Education, Department of Special Education, Rehabilitation, and School Psychology
6000 J Street • Eureka Hall 316 • Sacramento, CA 95819-6079
(916) 278-6622 • (916) 278-3498 FAX
<http://edweb.csus.edu/departments/eds>

School Psychology Faculty

Stephen E. Brock, Ph.D., Professor
Catherine Christo, Ph.D., Professor
Leslie Cooley, Ph.D., Professor

School Psychology Early Fieldwork Expectations

_____ has been offered an early school psychology fieldwork experience in the following school district/agency: _____. This fieldwork experience will last _____ days. It will begin on and end on _____. It is estimated that this field work experience will last _____ hours.

This document outlines the expectations for school psychology student fieldworkers, school districts/county agencies, and California State University, Sacramento (Sacramento State) in the early fieldwork partnership. This information is intended to serve as a general guideline. Circumstances unique to specific students and districts will be addressed by discussion between the district, the fieldwork student, and Sacramento State.

- I. The following comprise the services to be provided by early school psychology fieldworkers to participating school districts. These services (and the minimum number of hours required during the student's fieldwork experience) include, but are not limited to:
 1. Observation of students (minimum of 20 hours) for the purpose of:
 - A. Providing consultation services to teachers, parents, and other support staff.
 - B. Providing direct therapeutic interventions to students identified as "at risk."
 - C. Conducting functional assessments of behavior.
 2. Participation in school-based Student Success Teams (minimum of 20 hours) in order to:
 - A. Provide pre-referral services prior to formal special education assessment.
 - B. Obtain opportunities for consultation at individual school sites.
 - C. Provide linkages to outside services for parents, students, and teachers.
 3. Participation in Individualized Education Program (IEP) team meetings (minimum of 10 hours) to:
 - A. Observe/participate in the placement of students through the IEP process.
 - B. Observe/participate in the development of intervention plans.
 4. Consultation with staff and parents (minimum of 75 hours) regarding behavioral, learning, and social issues.
 5. Provide counseling services (minimum of 60 hours), both individual and group

6. Early school psychology fieldworkers have not completed their sequence of instruction, so they are not competent in assessment. However, students who have begun their last semester in the school psychology training program, will be available to provide at least two psycho-educational evaluations (minimum of 15 hours) for the purposes of:
 - A. Special education re-evaluation.
 - B. Guidance and consultation
 - C. Developing special intervention plans such as those related to 504 accommodations.

- II. The following comprise the services to Sacramento State early school psychology fieldworkers to be provided by the participating school districts/county agencies. These services include, but are not limited to:
 1. Individual supervision by the appropriate credentialed and/or licensed professional employed by the participating school district. This supervision shall include the following:
 - A. Assisting the student in becoming acculturated to the district.
 - B. Providing regular supervision as agreed upon by the University supervisor, field supervisor, and student at onset of placement.
 - C. Documenting hours as necessary.
 - D. Monitoring student workload to assure that it is compatible with student's competence and time commitment.
 - E. Maintaining contact with the University supervisor.

- III. The following comprise the services provided by the Sacramento State Department of Special Education, Rehabilitation, and School Psychology in supervising early fieldwork students. These include, but are not limited to:
 1. Ongoing instruction aimed at upgrading students' skill level relative to school district needs.
 2. Consultation with the district, supervising psychologist regarding fieldworkers' services and performance, including at least one site visit per semester, and phone contacts as needed.
 3. Obtaining feedback from districts to upgrade the overall level of services mutually rendered.
 4. Supervision of student fieldworkers, in consultation with the supervising field psychologist.
 5. Monitoring of student fieldworker activity logs to assure that they are engaging in a broad array of activities.

6. University supervisors will be responsible for no more than 12 fieldworkers at one time.

We have read the above and agree to the expectations as outlined.

Sacramento State Internship Coordinator Date

Sacramento State School Psychology Fieldworker Date

District Supervisor Date