

School Psychology Program Handbook



Department of Special Education, Rehabilitation, and
School Psychology
College of Education
California State University, Sacramento

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PROGRAM OVERVIEW

Training Model, Philosophy, and Knowledge Base

Our training model is based on a problem solving approach to school psychology practice because we believe it is the most effective approach for the delivery of school-based services to children, families and staff. The course of study evolves from this philosophy and is designed to convey the knowledge, skills, and abilities that are necessary for our students to be effective practitioners.

To be effective problem solvers, school psychologists need a broad base of knowledge. It is this knowledge base that will serve as the foundation for the specialized knowledge, skills and abilities that you, as a practicing psychologist, will develop in response to the unique needs of the settings and populations within which you practice. This approach requires an understanding of human growth and development, socio-cultural and biological influences on human development and behavior, theories of learning, human assessment, and individual and group counseling. Developing skills in consultation, program development and evaluation, research methodologies, inter-disciplinary collaboration and utilization of community resources are all critical components in our training model. A core underpinning of our training model is the recognition that effective interpersonal skills form a basis for effective practice. In addition, our program is designed with the unique needs of our region in mind. California has an ethnically diverse population: our schools are rich in different languages and cultures. Therefore, it is imperative that you develop the knowledge, skills and attitudes necessary for working with diverse groups. Consideration of cultural diversity is infused into the design of all coursework.

Fieldwork experiences are a core component of our training model. We believe that it is important for you to become self-directed life-long learners as well as develop specific professional skills. To that end, we include self-directed learning activities in your training and provide you with first hand experience applying knowledge to practice. Therefore, you will have the opportunity to work in field settings that complement your coursework throughout the program.

Our training model is also designed to develop reflective practitioners. The ability to reflect on one's practice is critical to ongoing professional development. Therefore, we design learning experiences that will stimulate reflection about your learning and field experiences. By doing so, we hope that you will come to better understand yourself, your strategies for applying knowledge to practice and your evolving professional identity.

Mission

Our mission is to promote educational practices that lead to positive outcomes for children and youth. We strive to do this, firstly, by training exemplary school psychologists who consistently integrate knowledge into practice and effectively utilize a problem-solving model to improve educational outcomes for the students with whom they work. We also engage in research, the dissemination of knowledge and professional and community service that will advance school psychology practice.

Learning Outcomes

Our expected learning outcomes for students follow from the training model, philosophy and knowledge base that serve as the foundation for our program. Such a practicing school psychologist, will:

- continually develop professional skills through reflective practice, critical thinking and mindfulness of current research,
- understand the structure of schools and other agencies that serve students with special needs,
- are cognizant of effective instructional practices and use this knowledge in fostering cognitive/academic development for all students
- conceptualize student needs from a developmental and ecological perspective,
- are cognizant of prevention and intervention strategies that foster positive mental, physical and academic well being for both students and staff
- utilize a wide range of methods in assessing student needs, designing appropriate interventions and evaluating the effectiveness of those interventions,
- engage in ongoing evaluation of programs and services with an awareness of organizational change strategies,
- utilize counseling and consultation approaches that reframe problems with the goal of developing strategies for solution,
- implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral,
- develop an understanding of specialized needs of diverse student populations, including issues of culture, unique learning needs, alternative lifestyles etc.
- collaborate with schools and parents in implementing interventions that promote positive outcomes for all students.
- conduct themselves in a manner consistent with ethical and legal standards of the profession

These are our goals for you as a practicing school psychologist.

Course of Study

There are two strands of coursework within the program. One strand leads to the Master of Arts in Education (School Psychology option) and another includes the requirements for the Pupil Personnel Services Credential: School Psychology option (PPS). All of the coursework that is required for the M.A. is also required for the PPS credential. However, some students who already possess an advanced degree may be able to waive courses specific to the M.A. requirements.

Upon admittance to the program, you will be assigned to an advisor who will help you to plan your exact course of studies. Full-time students can complete the sequence in six semesters. The planned course of study is based upon two considerations. First, courses that are foundational to later courses are taken in the appropriate order. Second, courses that provide complementary learning opportunities are offered within the same semester.

The M.A. in Education, School Psychology option, requires completion of 55 units of coursework with a minimum 3.0 grade point average. A minimum of 70% of these units must be taken in residence at CSUS. Use of extension courses must be approved by the advisor. An outline of degree requirements follows.

Table 1 Prerequisites

All prerequisites must be completed before admission to the program and full classification; equivalencies to listed courses may be granted with advisor approval.

<u>Units</u>	<u>Course</u>	<u>Title</u>
3	PSYC 117	Drugs and Behavior
3	PSYC 168	Abnormal Psychology
3	EDS 100 A/B	Education of Exceptional Children & Youth/lab
3	EDS 140	Introduction to Behavioral Statistics
3	EDS 170	Introduction to Counseling
4	EDC 171	Power, Privilege and Self Identity
3	EDTE 103 A/B	Tutoring Children Reading/Practicum
	OR One year experience as a teacher OR two years as an aide	
	California Basic Educational Skills Test (CBEST) Writing Proficiency Exam (WPE)	

Table 2 Master's Requirements

<u>Units</u>	<u>Course</u>	<u>Title</u>
3	EDS 250	Educational Research
3	EDC 210	Multicultural Counseling
3	EDS 248	Human Development and Learning
3	EDS 240	Functional Assessment of Behavior
3	EDS 241	Counseling and Psychotherapy for School Psychologists
3	EDS 242 A	Cognitive Assessment
4	EDS 242 B	Cognitive Assessment Lab
3	EDS 244	Social, Emotional, and Behavioral Assessment (conc. with EDS 243)
3	EDS 245	Psychology in the Schools
3	EDS 246 A	Seminar in Preventive Academic Interventions
3	EDS 246 B	Seminar in Preventive Mental Health Interventions
3	EDS 247	Assessment of Special Needs (concurrent with EDS 243)
3	EDS 440	Practicum in Individual Counseling/School Psychology
3-6	One of the following:	
6	EDS 540	Master's Thesis: Counseling/School Psychology
4	EDS 541	Master's Project: Counseling/School Psychology
3	EDS 249	Special Seminar in Counseling/School Psychology
3	EDS 201	Legal Aspects of Special Education
3	EDS XXX	An instructional course in Special Education
3	EDTE XXX	An instructional course in Education

Projects/Thesis and Special Problems courses (EDS 540, 541, 249) require the student to file and have approved a Reservation Form for that course by April 1st for the following fall semester

and by November 1st for the following spring semester. If approved, an Approval Sheet (Project/Thesis) or a petition (Special Problems) is required to be on file before being able to register. All forms may be obtained online or in the Department office, Eureka Hall, Room 316.

Before graduation, an Application for Graduation with a Master's Degree must be filed in the Graduate Center by the deadline date published in the Schedule of Classes. In addition, all coursework leading to this Master's Degree must be completed within a seven-year period.

Credential Requirements

The School Psychology credential requires the program outlined above for the M.A. in Education, School Psychology option, plus the following:

Table 3 Credential Requirements

<u>Units</u>	<u>Course</u>	<u>Title</u>
6	EDS 243	Assessment Practicum (concurrent with EDS 244 and 247)
30	EDS 441	Internship in School Psychology
4	EDS 439	Fieldwork in School Psychology

Determination of Fitness

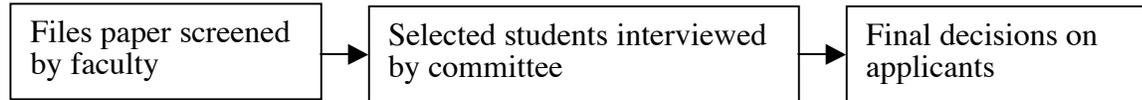
The faculty of the School Psychology program is ultimately responsible to the children and families whom our graduates serve. Therefore, it is imperative that we consider the fitness of our candidates for the job of school psychology. Such consideration requires us to look beyond academic work and consider personal characteristics critical to being a successful school psychologist. In selecting candidates for our program we attend closely to these requirements. However the faculty also may require a student to leave under specified terms, terminate a student's enrollment, or decline to award a degree or credential if faculty as a whole determines that this is in the best interests of the department or the community which it serves or that a student is not qualified for admission to the school psychology profession because of factors other than academic standing. Determination about factors other than academic standing are made in accordance with the National Association of School Psychologists and the California Association of School Psychologists Codes of Ethics and the School Psychology Student Performance Standards

Table 4 Master of Arts in Education, School Psychology Option and PPS School Psychology Credential Suggested Course Sequence for Full-time Students

Course	Course Title	Units
<u>First Semester</u>		
EDS 231	Group Process in School Psychology	3
EDS 245	Psychology in the Schools	3
EDS 248	Human Development and Learning	3
EDS 201	Legal Aspects in Special Education	3
EDS 210	Multicultural Counseling	3
Total		15
<u>Second Semester</u>		
EDS 241	Counseling and Psychotherapy for School Psychologists	3
EDS 242 A	Cognitive Assessment	3
EDS 242 B	Cognitive Assessment Lab	4
EDS 250	Educational Research	3
EDS 440	Practicum in Counseling for School Psychologists	3
Total		16
<u>Third Semester</u>		
EDS 240	Functional Assessment of Behavior	3
EDS 243	Practicum in Assessment	3
EDS 244	Social, Emotional, and Behavioral Assessment	3
EDS 246 A	Preventive Academic Interventions	3
EDS 439	Early Fieldwork in School Psychology	2
EDS 249, 540, 541	Culminating Experience in School Psychology*	(3-6)
Total		14-18
<u>Fourth Semester</u>		
EDS 243	Practicum in Assessment	3
EDS 247	Assessment of Special Needs	3
EDS 246 B	Preventive Mental Health Interventions	3
EDTE***	Teacher Education Elective	3
EDS***	Special Education Instructional Course (elective)	3
EDS 439	Early Fieldwork in School Psychology	2
EDS 249, 540, 541	Culminating Experience in School Psychology*	(3-6)
Total		17-20
*Respective units are awarded upon completion of EDS 249, 540, 541		
<u>Fifth Semester</u>		
EDS 441	Internship in School Psychology	15
<u>Sixth Semester</u>		
EDS 441	Internship in School Psychology	15
PROGRAM TOTAL		95-98

CSUS: SCHOOL PSYCHOLOGY FLOW CHART OF STUDENT PROGRESS THROUGH PROGRAM

PROGRAM APPLICATIONS DUE MARCH 1st FOR FALL ADMITTANCE



PREREQUISITES

Successful completion of the CBEST

(Units listed parenthetically)

- PSYC 117 Drugs and Behavior (3)
- PSYC 168 Abnormal Psychology (3)
- EDC 170 Introduction to Counseling (3)
- EDC 171 Power, Privilege and Self Identity (5)
- EDS 100A/B Education of Exceptional Children & Youth/Lab (3)
- EDS 140 Introduction to Behavioral Statistics (3)
- EDTE 103 Tutoring Children Reading/Practicum OR one year of experience as a teacher OR two years of experience as a teacher's aide (3)

+items noted with + may be taken at any time during the program

SEMESTER ONE

COURSES	FIELD EXPERIENCES	METHODS OF EVALUATION
EDS 245 Psychology in the Schools EDS 248 Human Development & Learning EDC 210 Multicultural Counseling EDS 231 Group Processes in School Psychology EDS 201 Legal Aspects in Special Education	Focused observations Co-lead school-based group	Exams Papers Class presentations Health and developmental history questionnaire Competencies checklist Group curriculum project

SEMESTER TWO

COURSES	FIELD EXPERIENCE	METHODS OF EVALUATION
EDS 250 Educational Research EDS 242 A/B Cognitive Assessment Lecture and Lab	Assessment practicum Counseling	Exams Papers Research methods portfolio

EDS 241 Counseling & Psychotherapy for School Psychologists EDS 440 Practicum in Counseling for School Psychologists	practicum	GATE evaluations Supervision of assessment and counseling practica Case study Direct supervisor observation in CSUS clinic or school based field study
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SEMESTER THREE

COURSES	FIELD EXPERIENCES	METHODS OF EVALUATION
EDS 240 Functional Assessment of Behavior EDS 244 Social, Emotional & Behavioral Assessment EDS 243 Assessment Practicum EDS 246 A Seminar in Preventive Interventions EDS 439 Fieldwork in School Psychology	Teacher consultations Early fieldwork Assessment practicum	Exams Papers Direct supervisor observation in CSUS clinic Direct supervisor observation in CSUS clinic Psycho-educational evaluations Assessment resource notebook Field study documentation Functional assessment and behavior intervention plan Intervention case study

SEMESTER FOUR

COURSES	FIELD EXPERIENCES	METHODS OF EVALUATION
EDS 247 Assessment of Special Needs EDS 243 Assessment Practicum EDS 249, 540, 541: exam, project or thesis EDS XX Special Education Instructional Course: elective+ EDTE XX Teacher Education elective+ EDS 246 B Seminar in Preventive Mental Health Interventions	Assessment practicum Early fieldwork (optional)	Exams Papers Psycho-educational evaluations Low incidence disability pamphlet

APPLICATION FOR INTERNSHIP CREDENTIAL

1. All students take an exam prior to receiving the Internship Credential. The *Praxis School Psychology* exam, which is administered through Educational Testing Service, is a

multiple choice three hour exam that covers domains of knowledge important to the practice of school psychology. In order to qualify for an Internship Credential you must receive a minimum score of 600. The Praxis exam is also the qualifying exam for becoming a Nationally Certified School Psychologist.

2. Transcripts are reviewed to assure that all students have met course requirements prerequisite to the internship.
3. Faculty members meet to review each student's record as a condition of receiving their internship credential.

SEMESTER FIVE

COURSES	FIELD EXPERIENCE	METHODS OF EVALUATION
EDS 441 Internship Seminar	Internship	Supervisor evaluations

SEMESTER SIX

COURSES	FIELD EXPERIENCE	METHODS OF EVALUATION
EDS 441 Internship Seminar	Internship	Supervisor evaluations Final portfolio review

APPLICATION FOR PUPIL PERSONNEL SERVICES CREDENTIAL

1. Credentials office reviews all student records to assure that students have completed required coursework.
2. Faculty members meet to review each student for final approval.
3. Portfolio and fieldwork evaluation review by university supervisors.

Internship Credential

The California Commission on Teacher Credentialing granted the Internship Credential to our program in spring, 1997. To receive your School Psychology Internship Credential you will be required to successfully complete the Internship Credential Exam and, prior to the beginning of your internship, have approval of all faculty members and an employing district.

Field Experiences

Field experiences are an integral part of our training program and are designed to complement and extend “classroom based” learning experiences. It is through field experiences and the processing of those experiences that you will integrate theory and practice and develop the skill of reflection. Field-based experiences occur through designated coursework and as a part of didactic courses. The opportunity to process fieldwork experiences is structured into all requirements.

Field based experiences occur throughout the program and are outlined below according to the semester in which they generally take place.

- **Semester One:** Students spend a minimum of 15 hours in directed observations designed to acquaint them with the operation of schools, the role of school psychologists and the variety of special education programs available (EDS 245). As part of the course in Group Process (EDS 231), you will co-facilitate a school-based group
- **Semester Two:** As part of the course in Cognitive Assessment (EDS 242) you will first practice using different testing instruments and, when proficient, test clients referred to our School Diagnostic Clinic for Gifted and Talented Education qualification. In the Counseling Practicum (EDS 440), you will work with children and/or families referred to the Community Counseling Center. Individual rooms with one-way mirrors allow supervisors to have real-time supervision.
- **Semester Three:** You will begin Early Fieldwork in School Psychology (EDS 439) which requires you to spend a minimum of 200 hours in a school setting. Your experiences will include consultation and intervention design. University based discussions facilitate the integration of theory and real-life practice. You will also begin the first of two semesters in the School Diagnostic Clinic, evaluating clients referred due to school related difficulties (EDS 243).
- **Semester Four:** Students continue with their Early Fieldwork assignment, engaging in more complex activities as their competence increases. At this point, many students are an integral part of Student Study Teams at their school sites. You will also spend a second semester doing evaluations in the School Diagnostic Clinic, and 2 evaluations at the early Fieldwork site (EDS 243, EDS 439).

Assessment and Counseling Practica

The Practicum experience at the Community Counseling Center/School Diagnostic Clinic will provide opportunities for you to serve as a practitioner to the community. Practica supervisors will help to shape your experiences in the clinic. The practica offer a variety of valuable learning experiences. The counseling practicum places an emphasis on the application of counseling theories and integration of one's own counseling approach into practical application. In the assessment practica, the use of assessment instruments is taught with hands-on experience in administration, scoring and interpretation. Students will assess children from the community, consult with their families, interpret assessment results and develop reports.

There are legal and ethical standards guiding practica activities. These standards protect clients, supervisors and students. The issue of confidentiality is both a legal and an ethical issue. Information obtained during the practicum is considered privileged and should never be discussed outside the practicum without signed consent of the parent. Exceptions to this rule include suspected child abuse, elder abuse, dependent adult abuse, and imminent danger of harm to another. You supervisor should be advised immediately of any cases suspected of falling into one of these categories. Under such circumstances, disclosure is mandatory and is not a violation of the law.

Proof of professional mental health liability insurance is required before enrollment in all practica. The minimum amount of coverage required is \$500,000. This insurance is available at reasonable rates for students from a number of carriers. For information regarding insurance companies and their addresses, contact the Student Services Coordinator at the Community Counseling Center. Inquiries for insurance should be made the semester before enrollment in the first practicum (during your first semester in the program) because of time required to process applications. No practicum can be started until proof of insurance has been presented to the Student Services Coordinator. This liability insurance is mandatory.

Internship

Before beginning your internship, you will have had a minimum of 450 hours in fieldwork and practica. These experiences are designed to prepare you to assume the variety of roles and functions available to school psychologists. You will have had experience in counseling, behavior planning, consultation, intervention design and assessment.

The Internship requires a minimum of 1200 hours of supervised experience. Placements are mutually agreed upon by the university, the intern and the participating school district. Internship agreements with partner school districts outline the respective responsibilities of interns, school districts and the university. In addition, all participating districts appoint a representative with regards to internship matters. The CASP Internship Manual and the University Fieldwork and Internship manual are used as guiding documents for the internship.

Intern seminars are held with university supervisors during your internship. These seminars provide the opportunity for guided discussions in which students can process their experiences and develop skills of collegial consultation. Interns and their school district supervisors complete the Intern Evaluation each semester. This document serves to alert interns and their supervisors to areas of strength and weakness and to any areas in which students are lacking experience. Interns and supervisors also complete a Log of Hours documenting hours and activities for the intern. It is essential that students explore a variety of different responsibilities. The evaluations, faculty contact with district supervisors, student feedback, and the student Log of Hours are all avenues for adjusting an internship experience to ensure that the student is engaged in a balanced and diverse internship experience.

Program Administration

The School Psychology Program is housed within the Department of Special Education, Rehabilitation and School Psychology, under the College of Education. The program coordinator of the School Psychology Program reports directly to the Department Chair who, in turn, reports to the Dean of the College of Education. Faculty, staff, and students have direct access to the program coordinator, Department Chair and Dean of the College. The program coordinator is responsible for course and staff scheduling, arranging faculty meetings, and addressing and coordinating response to student or staff concerns.

The school psychology faculty is composed of practitioners who have served in public schools, taught at the university level, and are active in professional organizations. All share in some aspect of program development and coordination. As detailed throughout this document, the faculty of the program hold authority over matters of curriculum and candidate competency. The faculty meets as needed to hear student concerns, to confer with students, and to discuss policy issues related to the program.

Grievance Procedures

Grades

Student grievances may be addressed by approaching the instructor. If resolution at this level fails, the student should contact the program coordinator, then the Department Chair and finally, the Dean. Student grievance procedures are described in section 3.8 of the School Policy Folder (available in the Department Office). The procedures establish the authority of the Professional Development and Community/Student Affairs Committee. The procedures also reference further appeal once remedies within the school have been exhausted. When further appeal involves a grade, the student initiates the procedures for a hearing before a university-wide Grade Appeal Review Panel.

Sexual Harassment

It is the policy of California State University, Sacramento to maintain a working and learning environment free from sexual harassment of students, staff and faculty. If sexual harassment is suspected, the case should be referred immediately to the campus Affirmative Action Office. This office will initiate investigation procedures. Sexual harassment is not only a violation of the law, it is also conduct subject to disciplinary action at the campus level.

Student Resources

Bulletin Board

Outside the Special Education, Rehabilitation, and School Psychology Department Office, Room 316 in Eureka Hall, a bulletin board has been established to disseminate information. This board should be checked periodically for information regarding petition deadlines, class information, job opportunities, meetings and other pertinent information. Faculty members also post relevant information outside their offices, 225 and 227 Brighton Hall.

School Psychology Listserv

The program maintains a listserv for school psychology students. This list is used as the primary means of communication among faculty and students for coursework and general information. It is imperative that you join the list and check your e-mail regularly for information.

In order to sign up for the list:

1. send a message from any e-mail account to *listproc@csus.edu*
2. leave the subject line blank
3. in the body of the message write:

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subscribe schoolpsych-l <first name> <last name>  
end
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4. for example Ima Psych would send this message:
subscribe schoolpsych-l ima psych
end

Please note that the - is followed by the letter “I” not the number 1.

SacLink Accounts

SacLink is the CSUS system that provides electronic identification and authentication. It is the University's current method of identifying on-line users to the campus network and servers. Although SacLink provides you access to the Internet, you can use another Internet Service Provider (ISP) for your Internet access and to connect to CasperWeb. However, you MUST have a SacLink account to logon to CasperWeb (even if you don't use it for anything else). A SacLink account can be established either on campus or off campus. Detailed information on setting up a SacLink account is available at

<http://www.csus.edu/saclink/settingUp.stm>.

Student Association

The School Psychology Student Association was developed to fulfill students' requests for information and communication. The Association covers a range of student interests. Guest speakers have delivered varied and in depth presentations on topics that extend beyond the classroom experience. Students are given opportunities to be paired with mentors for guidance on such issues as class selection, program policies, and moral support. Meetings and social gatherings are open to both students and instructors. Many of the liaisons developed through the Association will form a network for professional life.

SacLink Accounts

SacLink is the CSUS system that provides electronic identification and authentication. It is the University's current method of identifying on-line users to the campus network and servers. Although SacLink provides you access to the Internet, you can use another Internet Service Provider (ISP) for your Internet access and to connect to CasperWeb. However, you MUST have a SacLink account to logon to CasperWeb (even if you don't use it for anything else). A SacLink account can be established either on campus or off campus. Detailed information on setting up a SacLink account is available at <http://www.csus.edu/saclink/settingUp.stm>.

Professional Organizations

Professional organizations for School Psychologists exist at the local, state, national, and international levels. Student membership is encouraged at all levels.

Capital Region School Psychologists Association
CRSPA@yahoogroups.com

California Association for School Psychologists

1400 K Street, Suite 311
Sacramento, CA 95814
(916) 444-1595
www.casponline.org

National Association for School Psychologists

4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270
(301) 608-0500
www.nasponline.org

American Psychological Association

750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
www.apa.org

International School Psychologists Association

Andres Poulsen, Executive Secretary
Dansk Psyklogisk Forlag
Hans Knudsens Plads 1A
2100 Copenhagen
Denmark
www.ispaweb.org

Required Forms

Listed below is a summary of required forms for the School Psychology program followed by pertinent information and specific prerequisites. Unless otherwise noted, all forms may be obtained from the Department of Special Education, Rehabilitation and School Psychology Office in Room 316 of Eureka Hall.

◆ *Advancement to Candidacy*

Each student working toward a Master's degree must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in Admission Requirements;
- completed all Degree Requirement Prerequisites;
- completed at least 24 units in the graduate program with a minimum 3.0 grade point average, including at least one course at the 200 level; and
- successfully met the University English Writing Proficiency requirements.

The Advancement to Candidacy must be filed before you can begin your culminating experience. Advancement to Candidacy forms are available in the Department office and the Graduate Center.

◆ *Application for Graduation*

These forms are available in the Department office and the Graduate Center. Submit Application to the Graduate Center by November 1st for Fall and March 1st for Spring or Summer graduation. You must have an approved Advancement to Candidacy form on file in Graduate Studies before submitting your Application for Graduation. For more information, contact Graduate Studies at 278-6470

◆ *Coursework Equivalencies Sheet for Masters Degree*

Submit with the Advancement to Candidacy. This form lists School Psychology Coursework/Equivalencies required for the Masters Degree. The date the course requirement was met, units completed, and identification of any waived or equivalent courses must be completed. After the Coursework Equivalency Sheet is approved by the student's School Psychology Advisor, it is to be attached to the Advancement to Candidacy

◆ *Coursework Equivalencies Sheet for School Psychologist Credential*

Submit with the School Psychologist Credential Application. This form lists School Psychology Coursework/Equivalencies required for the PPS Credential. The date the course requirement was met, units completed, and identification of any waived or

equivalent courses must be completed. After the Coursework Equivalency Sheet is approved by the student's School Psychology Advisor, it is to be attached to the School Psychologist Credential Application.

◆ ***Reservation Form for EDS 540/541/249 - Masters Thesis/Project/Oral Exam***

Submit one semester before enrolling in your culminating experience. You must first contact a faculty member to be your thesis/project committee chair if you will be enrolling in EDS 540 or 541. For thesis you will also need to contact a faculty member who agrees to be your second reader.

Required Credentials/Certificates.

Note that these certificates/credentials also require forms.

Certificate of Clearance/Credential

This certificate is required before you will be allowed to work in the schools. Therefore, it is important to begin this process as soon as you enter the program. The form is available in the credential office, Eureka 209, 918 278-4567. Carol Lucido and Elizabeth Christian are credential analysts for School Psychology. If you have not previously obtained a Certificate of Clearance, this form must be submitted before enrolling in Field Study. Be sure to check with the Credentials office regarding this matter.

School Psychologist Internship Credential

Before you begin your internship, you will need to be approved for an Internship Credential. This process is handled through the credentials office, Eureka 209. You will need to have completed your course work, passed both the *Praxis* and Program exams and have approval of all program faculty before you receive your Internship Credential. There is an application fee for this credential.

School Psychologist Credential

This credential is also administered through the Credentials Office, EUR 209. Credential applications are available in the office at the end of your internship year for students who have been approved for the credential. The Coursework Equivalencies form for the credential is filed with this application. There is an application fee for this credential.

THE COUNSELING AND DIAGNOSTIC CENTER

History of the Community Counseling Center and School Diagnostic Clinic

The Community Counseling Center and School Diagnostic Clinic (CSDC) is located on the fourth floor of Eureka Hall, and was completed in the Spring of 1970. Its original designation was the Community Counseling Center. In 1998, the name was changed to incorporate the School Diagnostic Clinic. The center is designed to offer students the opportunity to integrate counseling and testing theory with the practical application of counseling and testing skills under the supervision of faculty. In doing so, the center provides a wide array of affordable mental health services to the community.

The CSDC is used by students in various departments including Counselor Education, Special Education, Vocational Rehabilitation, School Psychology; and Teacher Education. In 1982, the School Psychology program began using the CSDC for testing and counseling practica. The CSDC has also been used to host "Brown Bag" seminars during the lunch hour. These seminars have featured speakers with knowledge and expertise in various areas of the mental health field.

The CSDC functions under the leadership of a coordinator. In addition, student assistants are employed to take telephone calls, make appointments, and assist clients and practica students during practica sessions.

Professional Liability Insurance

As a School Psychology graduate student, you have chosen to enter a profession that may involve interactions with people in sensitive, emotionally charged situations. In today's litigious society, people may file lawsuits even when allegations are unjustified. Even though you are a graduate student, you are not exempt from being sued. Therefore, it is imperative that you carry some form of professional liability coverage.

The School Psychology program requires that its graduate students who are enrolled in counseling/assessment practica, or field study carry professional liability insurance. Institutional policies on what limit of insurance needs to be carried by each student may vary. Please check with the CSDC for specific requirements.

The School Psychology program requires that you have insurance coverage prior to the first day of your practicum and fieldwork. Any delay on your coverage will delay your practica (i.e., you will not begin testing or counseling). You should get all the necessary information about the varied professional liability programs from the CSDC at least one month before starting your practicum. There are many insurance companies to choose from, and in the past their prices range from \$26-53 a year. Some companies that students have used are American Counseling Association, Mental Health Specialists, and American Professional Agency. This list of insurance companies is not exhaustive and frequently changes.

Not everything is covered by professional liability insurance; some *exclusions* include:

- (a) dishonest, fraudulent or criminal acts;

- (b) fines, penalties and punitive damages;
- (c) failure to be properly licensed or certified in accordance with the state laws;
- (d) engaging in another profession, the ownership, operation or management of any business enterprise, counseling, or clinic; and
- (e) other liability exposures (including personal, general and tenants liability).

Applying for professional liability insurance is in your best interest. Remember to apply early enough before the start of your practica, so that you will not delay your counseling/assessment and field work experiences. If you have any questions, consult the CSDC coordinator for further information.

Insurance Companies offering Student Professional Liability Insurance:

1. American Professional Agency, INC.
(631) 691-6400 or (800) 421-6694

General Use of the Center

The center offers a wide variety of services in the areas of counseling, and psycho-educational assessment.

Counseling Service

The CSDC provides services to clients from September through December, and February through May. Clients may receive counseling for one full semester, or a maximum of 14 separate sessions. Referrals to other agencies are offered to those clients who cannot receive counseling due to a shortage of Center space, or the when a client needs more care then the Center can provide. The current fee for counseling services is \$75.00 per semester.

The CSDC offers a range of individual and group counseling services. School psychology graduate students provide individual counseling services for children, adolescents and families. Occasionally, school psychology graduate students meet with individual adults, usually for consultation on parenting issues. Typical referrals address family and school problems including depression, stress, anxiety, and social difficulties. Graduate students in other departments offer educational, career, and vocational rehabilitation services through individual counseling, as well as group, family, and couple services. Separation and divorce issues, as well as communication and relationship difficulties, are typical areas in which the center provides counseling help.

The clinic consists of rooms for individual counseling and two family counseling rooms. Art and play therapy items are also available, including a sand tray for younger children's counseling sessions. School psychology students are required to carry an individual professional insurance policy.

Assessment Service

Psycho-educational assessment services are available from September through December and February through May. Referring concerns typically include learning, social, emotional and behavioral difficulties in children and adolescents. The CSDC also provides assessments for eligibility into Gifted and Talented Education (G.A.T.E.) programs. Occasionally, an adult is assessed, typically for previously undiagnosed learning disabilities. Learning disabilities assessment fees are currently \$200.00 and G.A.T.E. identification fees are currently \$75.00. The learning disabilities assessments usually take two 2 hour sessions to complete, while G.A.T.E. assessment typically takes one 2 hour session. Services are provided by appointment only, and there is usually a waiting list. Graduate students are supervised by program faculty. School psychology students are required to carry an individual professional insurance policy.

Rooms and Equipment

Both the counseling and testing facilities in the CSDC are equipped with various amenities. A brief description of the available facilities follows:

- **Rooms.** There are 12 rooms in the CSDC. The rooms are equipped with the capacity to tape a session, (both auditory and video). Each room has two to three chairs, and one table. When working with clients, they should be seated with their backs against the mirror to minimize the distraction of a reflection in the one-way window and to facilitate the instructor's viewing of students' assessment techniques.
- **Observation Room.** The observation tunnel is a corridor between the 12 rooms with 6 on each side. CSDC It is used by students and instructors in order to observe counseling/testing sessions. The room consists of one-way mirrors and headphones thus allowing observers to see and hear sessions without distracting the counselors and clients. No food is allowed in this room. Curtains to other rooms need to be closed to ensure privacy and the lights should be kept off at all times.
- **Equipment Room.** This room is located one door down from the CSDC office. It houses the audio taping console which is primarily utilized by the counseling students. The students will provide their own high quality 120-minute cassettes if needed for their individual courses. When using the audio-tape console, simply push the power button on, and then push record and play for the room desired. (Note: the headphones in the observation room only work when the recording console is activated for the specific rooms.)
- Video taping is also available in the center. Students provide their own tapes for videotaping. To schedule videotaping, contact one of the student assistants one week in advance.
- **Group Room (423).** This room consists of chairs and pillows. This can be used for group/family counseling or student discussion groups.

- **Large Room (425).** This room is usually used by instructors and students in order to discuss cases before and after counseling/testing. It is also an alternate room in which to do group and family counseling.
- **Testing Materials.** Most testing items can be found either in the file cabinet or large storage cabinets in the rear of the Center. These cabinets remain locked when a class is not in session. There are some additional supplies in the main office. The cabinets contain testing kits (e.g., IQ tests) and the file cabinet contains the accompanying protocols.

Dos and Don'ts

Do these things!

1. Talk quietly while in the observation room.
2. Keep the light off in the observation room.
3. Be very quiet in the observation room.
4. Keep testing table clear of irrelevant material.
5. Keep a comprehensive list of references and resources as they are recommended by your professor.
6. Call and remind parents of the appointment.
7. Fill out necessary paper work as soon as possible.
8. Be early to sessions.
9. Practice tests before you administer them.
10. Leave reports and protocols in the CSDC when finished.
11. Clean up your room when done, including folding you table unless another clinic is following you.
12. Have tissue in the room.
13. Take breaks when testing.
14. Have insurance before you start to counsel or before you begin to test.
15. Have stickers or a small reward for the children you test.
16. Check with your supervisor if you have any questions or concerns.
17. Have all protocols and test equipment ready.
18. Bring high quality cassette tapes to the session (90 or 120 minutes).
19. Have the report ready for the parent conference.
20. Give parents a copy of the report or have one mailed no later than one week after the conference.
21. Take video tapes out of the center for one week only.

Don't do these things!

1. Eat or chew gum while with a client.
2. Give your home or cell phone number to clients.
3. Take client records out of the clinic, except the protocols you are working on.

4. Wait to organize files of all of your School Psychology information until the end of the program.
5. Be uninsured.
6. Be late for sessions.
7. Let the child sit in the waiting room for a long time while conducting the parent interview.
8. Leave your room late so that the next examiner has to wait.

Child Safety

While children are in the clinic we are responsible for their safety until the parent returns. Therefore, no child should be left alone in the waiting room unless office staff is informed and available to observe the child. For some children it may not be appropriate to wait alone, even if the office is staffed (e.g. young, anxious). In addition, children need to be accompanied anytime they leave the clinic. If you are taking a child of the opposite sex to the restroom, wait outside the door for the child.

The Counseling Practicum

The CSDC will provide each student with an orientation handbook. This is to be used in conjunction with EDS 440 - Practicum in Individual Counseling/School Psychology.

NOTE: EDS 241, Counseling/Psychotherapy for School Psychologists, must be taken concurrently with EDS 440.

The handbook contains policies and procedures as well as legal and ethical standards of mental health practices. During your individual counseling practicum, your supervisor will provide you with instruction, feedback, and guidelines. It is your responsibility to understand your role as the counselor in a mental health agency. By familiarizing yourself with the policies and procedures listed in the handbook, your transition to counselor should be a smooth one. The following is a brief description of the topics covered in the Orientation Handbook for the Community Counseling Center and School Diagnostic Clinic.

The handbook begins with a section on general information such as the CSDC's address, phone number, hours, staff, and fees. Next it describes who will make initial and on-going appointments, how long and how often to schedule appointments, what to do if you are unable to keep your appointment, and what to do if your client does not keep his/her appointment. The handbook discusses attendance policies, communication between client, counselor and the center, the atmosphere of the center, and the limits of the CSDC services.

The counselor's personal responsibilities include (a) reading and signing the Statement of Understanding and Responsibility (this explains conditions regarding confidentiality, supervision requirements, and liability protection), and (b) acquiring liability insurance prior to client contact (see insurance requirements in practicum handbook).

The counselor is required to maintain chart and clinical records for each client which include (a) having the client review the Informed Consent Agreement form, and (b) reading and signing the Counselor Trainee Release of Information form. The counselor is responsible for completing Client Attendance records each week, entering progress notes after each session, completing Client Intake and Assessment forms before termination, and indicating a reason for each client's termination. The counselor is also responsible for submitting all written materials that have been reviewed and signed by faculty, before they are placed in the permanent chart. The counselor must note in the chart the client's attendance and specific requests for the following week's appointment (i.e., request for video and special rooms). The counselor must call "no-show" clients, review missed appointments and schedule the next appointment if appropriate.

If planning to make audio tapes, check the equipment prior to the session to ensure that everything is functioning (it is necessary to erase the tapes at the end of the semester). If you decide to video tape the session, remember that the video tapes can be checked out for viewing for one week. Books can be checked out overnight. Play therapy toys can be checked out before the session and returned immediately after the play therapy session.

It is crucial that you obtain the orientation handbook, so that you will be familiar with the CSDC's, policies and regulations, liability, and your responsibilities. This will enable you to feel more comfortable in your role as the counselor.

Assessment Practica

The Cognitive Assessment class (EDS 242) has a laboratory requirement of 4 units (EDS 242 B) in addition to the lecture class (EDS 242 A). This lab meets in the CSDC. The lab involves testing children to determine whether or not they are eligible for gifted programs (GATE). You will be administering intelligence tests. Your instructor will provide further information in the syllabus for the class.

You are also required to take an assessment practicum (EDS 243) concurrently with EDS 244, Social, Emotional and Behavioral Assessment and with EDS 247, Assessment of Special Needs. These are the third and fourth classes in the assessment sequence and generally are taken during the third and fourth semesters for full-time students. Thus, EDS 243 will be taken for two semesters.

During the first semester of EDS 243, you will assess four clients who have been referred due to school-related learning problems and two children for GATE eligibility. You will be administering various achievement tests, cognitive processing, and social/emotional, tests in addition to the testing instruments you already learned in your first practicum.

The final assessment practicum is taken in conjunction with Assessment of Special Needs (EDS 247). As in the previous practicum, you will be assessing children who have been referred due to school related problems. You will complete 4 assessments in the clinic, and 2 assessments in your field placement. It is expected that you will achieve a more sophisticated level of assessment and interpretation during this practicum. In addition, you are expected to explore a

variety of different instruments and approaches to assessment. It is important to both become proficient at administering and interpreting certain commonly used tests and also conversant with a wide range of assessment instruments. All of your testing skills will be integrated in this practicum, as this will be your last and most comprehensive assessment practicum in the program. After this practicum you should be well equipped to begin an Internship. It is important that your supervisor feel confident about your assessment skills by the end of the practicum.

Assessment Instruments

Because time is limited, testing sessions can be very busy. Consequently, organization, efficiency, and preparation are crucial. In order to be more organized and efficient, you must prepare thoroughly for each testing session. In preparation, there are certain tools that are necessary for the sessions. You will need the appropriate test manual and protocol, as well as any other materials the manual may suggest. Always have a few pencils and erasers, scratch paper for notes, a clock, and a stopwatch. It is a good idea to have tissues for an emotional client, or one with a cold. Although not a required practice, some school psychologists find it helpful to have rewards for the children once they have completed their assessment sessions. These rewards may include items such as pencils, pens, erasers, small notepads, small toys, stickers, trading cards, etc. You can decide if you want to use rewards, and which ones will be the most convenient for you, and the most rewarding for the child. Many psychologists also find it handy to have some healthful snacks available for a child who may come to the center hungry.

Check-out Procedures for Testing Materials

Testing materials can be checked out of the CSDC. It is preferred that School Psychology students utilize their own time to visit the CSDC and familiarize themselves with the materials. However, materials can be checked out under certain conditions. *Materials cannot be checked out when they will be needed by a class; a test kit can never be checked out if it is the “last” or “only” kit of its type in the clinic.* The success of the clinic experience for all involved is highly dependent on careful adherence to these rules. In addition, Faculty may check-out tests to demonstrate in class; however, these kits must be returned as soon as possible.

Tests are available for check-out from **Thursday evening at 4 p.m. until Tuesday morning at 8:00 a.m.** All test check out must be done under the supervision of office staff or faculty. You will find the sign out sheet located in the CSDC office. When checking out testing materials, be sure to write your name, phone number and the date checked out. Upon returning the testing materials, the office staff will record the return date and the materials returned. **Your test check-out privilege will be lost for the semester should you fail to return a test on-time.**

Since there are a limited number of testing kits/protocols, they must be shared by the students. They will often be needed by two or more people on the same day. Remembering that some materials must be shared, it is important to make arrangements with your peers so that everyone is able to use the same testing materials. A suggestion is to stagger your testing times (especially

for a particular test) either on the same day or on alternate weeks. If you are the first to administer a test during clinic, administer the shared test as early in the day as possible, then place the test outside your room as soon as it is completed so that someone else may use it. It is the student's responsibility to let the office staff know if he/she has passed checked out materials on to someone else.

Legal Issues

This portion of the manual concerns consent and confidentiality issues within the CSDC. Due to the sensitive nature of both the clinic and counseling practica, it is extremely important to understand the center's policy concerning consent forms, confidentiality issues, and appropriate record keeping procedures.

Clinic/Testing Practicum Consent and Agreement Forms

There are two separate consent forms used within the clinic practicum to accommodate children and adult clients. It is the student's responsibility to make sure these forms are completed by the client before consultative services are provided.

The *Adult* Consent/Agreement Form consists of the following:

1. A request by the client, for an educational and psychological assessment from the CSDC (including interviews and psychological tests).
2. Acknowledgment that the CSDC cannot release client information without consent from the client.
3. Clarification that the personnel involved with the testing are School Psychology students under direct supervision of qualified faculty.
4. Acknowledgment that client sessions may be audio-taped, as well as observed by faculty supervisors and students enrolled in the practicum.
5. An explanation that all information gathered in the practicum is confidential within the practicum group, and cannot be released without client consent.
6. Clarification that the client's session time may be assigned to other clients, if the client misses an appointment, or fails to notify the center twenty-four hours in advance when unable to attend a session.

The *Child* Consent/Agreement Form includes all of the items in the Adult Consent/Agreement form, plus two additional (optional) components:

- (a) Consent by the parent or guardian for C.S.U.S. personnel to contact and obtain information from their child's teacher and/or principal; and

- (b) Authorization by the parent/guardian for C.S.U.S. to release information to their child's school.

Counseling Practicum Consent and Agreement Forms: There are four separate consent forms provided by the CSDC which pertain to the Counseling practicum:

- (a) the Informed Consent Form;
- (b) the Emergency Treatment Release;
- (c) a counseling verification document; and
- (d) the Authorization for Release of Information Form.

The Informed Consent Form consists of the following:

- (a) acknowledgement by the client that the counselors in the Center are graduate students, training in different counseling fields;
- (b) explanation that the counseling provided by the CSDC is not guaranteed to improve the client's life and/or social relationships;
- (c) acknowledgement by the client that experiences in sessions may be difficult and uncomfortable at times;
- (d) clarification that sessions may be audio and/or video-taped, and may also be shared with supervisors and other students within the practicum (including session notes);
- (e) clarification that the counselor must keep all information from the sessions strictly confidential within the practicum;
- (f) explanation that the counselor may be required to reveal certain information when: the client reveals information which leads the counselor to think that the client may physically harm him/herself or others; the client reveals information showing that the client is involved in situations concerning child, dependent, or elderly abuse or neglect, or episodes where the client is or has been a victim of such abuse or neglect; the client reveals information exposing civil or criminal court actions in which the client is currently involved, or may be involved in the future, which could cause the counselor to be subpoenaed;
- (g) confirmation which states that two missed sessions or cancellations on the client's part, could cause the CSDC to give the session time to another client.

The client also agrees to inform the CSDC 24 hours in advance when canceling sessions.

The Emergency Treatment Release Form is completed by the parent or guardian for minors. It gives the CSDC staff permission to admit minor clients to the CSUS Student Health Center for treatment, if a medical emergency arises during a counseling session.

The Counseling Verification document confirms client attendance and participation in counseling sessions at the CSDC, and the dates of the first and last sessions. The form also clarifies whether or not the client had satisfactory attendance and participation in the sessions.

The Authorization for Release of Information Form allows information concerning the client to be released from CSUS to a designated agency, as well as allowing information from a specific agency to be released to CSUS.

Confidentiality Issues

The CSDC's consent forms make it clear that the information shared between the clients and the Center's personnel is strictly confidential, and should only be discussed with fellow practicum students, and supervising instructors. However, confidentiality may be breached if the client is suicidal, or is an instigator or victim of child, dependent person, or elderly abuse or molestation. Confidentiality must be breached when the client poses a serious or imminent danger of violence to self or another. When this occurs, the counselor must exercise reasonable care to protect the possible victim from any harm or danger. If such circumstances arise which raise questions concerning the possible or imperative breach of confidentiality, be sure to first consult with the supervising instructor of your practicum and she/he will be able to advise you on any actions that may need to be taken. Some steps that will help to insure confidentiality between client and counselor include:

1. Do not discuss client cases outside of the center.
2. When contacting clients by phone, do not state your counseling status unless you are speaking directly to your client (e.g., do not state your counseling status when leaving phone messages, or when speaking with roommates of your client).
3. Document counseling notes and test protocols only when you are in a counseling/testing cubicle in the center.
4. When listening to counseling session audio tapes or viewing video tapes, be sure to do so in privacy.
5. When using reports, protocols, or case notes in classes and presentations, be sure to black out the client's name throughout the document to insure anonymity.
6. At the end of each counseling/assessment practicum you will be required to destroy all client identifying information you may possess. You will be asked to sign a statement that you have done so.

Records

The CSDC has locked file cabinets where confidential documents, test protocols, and client case information can be kept. After documenting test protocols and/or counseling case notes, practicum students should keep these records in the CSDC's files, in order to insure their confidentiality. Once filed in the Center, the documents will be kept for 5 years. Most client documents are destroyed when they reach the 5-year time duration. Test protocols are also

private documents, and are kept in the locked files within the CSDC. In order to further insure the security of these testing documents, the CSDC's policy states that no testing protocols may be released to the public. Should a parent request test protocols either for themselves or another mental health professional, consult with your supervisor.

OPTIONS FOR CULMINATING EXPERIENCE

OPTIONS FOR CULMINATING EXPERIENCE

To earn your Master's degree you must complete one of three culminating experiences. These experiences are designed to assess your ability to engage in scholarly activity. Each experience has a slightly different focus. Following are brief descriptions of each of the possibilities:

- *Comprehensive Exam.* Students opting to participate in the comprehensive examination as their culminating experience enroll in EDS 249 generally during spring semester of the second year. During the semester you will meet with other school psychology students taking this course and your instructor. Over the course of the semester you will write three scholarly papers on topics of your choosing that are agreed to by the instructor. These papers will be primarily literature reviews of a topic of interest to you. You will also read and critique each others' papers in the class and receive regular feedback from your instructor. At the end of the semester you will take a 6 hour exam in which you will write responses to four questions: two derived from your topics and two general questions. Prior to the exam you will have a general sense of the questions and will be able to use a reference list during the exam. This option allows you the opportunity to explore different topics that are of interest to you.
- *Masters Project.* Students opting for this experience enroll in EDS 541, generally during first or second semester of the second year. It is reasonable to expect you will need two semesters to finish a project. Projects require a scholarly approach to a practical problem. For example, you may develop a curriculum or handbook as part of a project. In order to do so, you would need to do some review of the literature (though less than for a thesis) and provide background information on your project (e.g., importance, purpose, rationale, methods) in APA format. Other projects have included development of a website, a pilot implementation of a social skills program and development of electronic resources for school psychologists. This option allows you to develop something that will be of practical use to the field.
- *Masters Thesis.* Students choosing to do a thesis enroll in EDS 540 generally during first or second semester of the second year. It is reasonable to expect you will need two semesters to finish a thesis. A thesis requires that you have a specific question you wish to address. As part of a thesis you will most likely be collecting and analyzing data to provide information regarding a scholarly question you have posed. A thesis requires the author to engage in a review of the literature as well as provide the reader with complete information on the purpose of the thesis, the methods of data collection and the results. The thesis must also be written in APA format following departmental guidelines. This option allows you to explore one topic in depth.

Deciding which option is best.

Each of the above options has pros and cons. Each student must consider her/his own approaches to learning, preferred educational activities and practical considerations in determining which option is best. You are encouraged to talk with faculty and other students about your options.

When to enroll.

You must complete a reservation form for EDS 540, EDS 541 and EDS 249 in the semester prior to taking these courses. **The reservation form requires that you have selected your topic, committee chair and second reader (if applicable) and must be submitted to the department office, by the deadline, the semester prior to enrollment.** Prior to enrolling in these courses you also need to have been *Advanced to Candidacy*. Advancement to Candidacy forms are completed by you and signed by your faculty advisor. These forms are available in the department office and should be completed toward the end of your second semester in the program. We strongly recommend that you complete your culminating experience prior to your internship year. However, some students may not wish to start their thesis or project until spring of the second year.

FIELDWORK AND INTERNSHIP

The following portion of the handbook describes the differences between a *fieldwork* placement and an *internship* placement; it also describes the necessary steps to follow when you file for fieldwork and internship positions. It is designed to provide an overall description of what students are required to do during field placements. Although fieldwork and internship placements are similar, in that they are both experiences in schools or school related agencies, you should be aware that they are quite different.

Fieldwork vs. Internship:

You typically enroll in *fieldwork* (EDS 439) during your third and fourth semesters. Fieldwork experiences are designed for students who have not completed their sequence of instruction, so you will not initially be expected to be competent in assessment. Field placements let you gain experiences you have not had in a school setting; you can enroll in fieldwork more than twice so that you can work with children individually and in groups in a variety of settings and contexts. Several courses will take advantage of your fieldwork placement including *Functional Assessment* (EDS 240), and the assessment practicum (EDS 243). In addition, while enrolled in *fieldwork* you must attend a seminar that provides you with opportunities to discuss with your peers and University supervisor your fieldwork experiences. Our program plan advises you to complete a minimum of *four units* and requires a minimum of three units. While you may enroll in fieldwork more than twice, only four units of fieldwork experience may be counted toward your credential. A fieldwork activity log will be used to document field placement hours and types of experiences. A total of **150 hours** is required; 200 hours is recommended. Some of the placements pay a stipend; however, this is not a requirement.

You enroll in *internship* (EDS 441) during the last two semesters of the program, after all coursework is completed (with the possible exception of project, thesis or comprehensive examination). You will have completed four practica, one in counseling and three in assessment, and at least two semesters of fieldwork prior to functioning as an intern school psychologist in a school district. Interns are expected to abide by the personnel policies of the district or agency. You are required to enroll in *30 units* of internship (15 units per semester).

An Intern Activities Log is used to document internship hours and experiences. The Internship requires a minimum of 1200 hours of supervised experience. Typically, these hours are obtained during one academic year; however, it is possible to complete them across two years. Placements are mutually agreed upon by the university, the student, and the participating school district, county office, and/or agency. Internship agreements with partner school districts, county offices of education, and other agencies outline the respective responsibilities of interns, school districts, and the university. Forms regarding expectations are available on the program website.

Intern seminars are typically held bi-weekly with university supervisors. These seminars provide the opportunity for guided discussions in which students can process their experiences and develop skills of collegial consultation. Interns and their school district supervisors complete the *Intern Evaluation Form* each semester. This document serves to alert students and their

University supervisors to areas of strength and weakness and to any areas in which students are lacking experience. The evaluation is important in adjusting an internship experience to insure that students attain desired competencies and explore a variety of different responsibilities.

Field experiences (both *Fieldwork* and *Internship*) are an integral part of our training program and are designed to complement and extend “classroom based” learning experiences. It is through field experiences and the processing of those experiences that you will integrate theory and practice and develop the skill of reflection. Activities such as response papers, self-reflections, focused projects, discussions and individual debriefing will help you to learn more deeply from your field experiences.

Your *fieldwork* and *internship* positions should be varied to give you breadth of experience. It is your responsibility to make sure that you do assessments, consultations, and counseling. In addition, you must work at both the elementary and the secondary school levels. At least 10% of the students with whom you work must be from a socio-cultural group different from your own; our program is committed to cross cultural experiences to give you competence in working with the diverse cultural groups that people California.

What To Do To File For Either Fieldwork or Internship Placements:

1. Obtain a cleared *TB Test* from the health center (or other medical facility). If you are using results from a previous test, they must be **within the last year**. You must submit the form to the department office.
2. Obtain a *Certificate of Clearance/Credential Application* from the Teacher Preparation and Credentials Center (TPAC) in the Education Building, Room 209 or 216 or online at <http://edweb.csus.edu/tpac>. This ensures that there are no legal barriers to prevent you from working with children. You must fill out the application and go to the Department of Justice or Sheriff's Office to be fingerprinted. Your application and your fingerprints will be investigated by the Department of Justice. A fee is charged for this process. **Due to processing time, you must complete application and fingerprinting the semester before a field placement.**
3. Obtain *Professional Liability Coverage*. This gives you professional coverage in order to work in the field (either fieldwork or internship). This must be renewed throughout the program. Applications or information are available in the Center for Counseling and Diagnostics, Education Building, Room 420. **Due to processing time, submit applications the semester before field placement.**
4. Complete the *Fieldwork/Internship Expectations Agreement form* with your Fieldwork/Internship coordinator.
5. During CASPER, you must enroll in the appropriate course. If you register for fieldwork, enroll in *EDS 439* for two units in the first semester and two units in the second semester. If

you register for internship, enroll in *EDS 441* for 15 units in the first semester and 15 units in the second semester.

You are responsible for keeping track of all your fieldwork and internship placement hours. See Appendices A and B for the appropriate documentation forms. Additional copies of these forms are available from your university supervisor. You submit these forms to your University field placement supervisor regularly during the semester. It is a good idea for you to keep your own photocopies of documented hours; have your supervisor sign the original and the photocopy.

Forms To File During Field Placement

1. Complete the *Activities Log* form (Appendices A or B). This documents hours by the week. Within this form, you are to indicate a weekly summary of activities performed, as well as comments or evaluations of the activities performed. It is to be signed by the supervising school psychologist who works with you.
2. At the end of each semester, you should have your field supervisor(s) fill out an *Intern Evaluation Form* or a *Fieldwork Evaluation Form*. These forms allow your supervisor to evaluate your progress in many areas. This form should be filed along with the your documented hours.

Another important responsibility during any field placement is for you to hold regular meetings with your field supervisors to discuss relevant cases and issues.

Internship: Field supervisors should meet with interns at an average of two hours per week minimum. You may need more supervision in the beginning. By the end of your internship you should be ready to function with minimal supervision.

Fieldwork: Fieldwork students should also meet regularly with their field supervisor. However, the same number of hours of supervision may not be required.

Choose your field placement carefully and thoughtfully. This is an important decision because each district placement will provide a different set of experiences. Find out as much as you can about each placement before you make a commitment. Faculty members will notify you of available placements each year.