School Psychology Program Student Handbook

Graduate and Professional Studies in Education
College of Education
California State University, Sacramento

December 2019

School Psychology Program Milestones		
Year	**Semester**	**Milestones**
1	1	1. Obtain Certificate of Clearance 2. Pass the CBEST 3. Complete GWAR, Step 1
	2	4. All prerequisites must be satisfied
2	3	5. M.A. & Ed.S. degrees Candidacy (Ed.S. Candidacy for students who already have a Masters)
	4	6. Obtain Intern Credential 7. Obtain M.A. degree
3	5	8. Begin 1200 hour Internship
	6	9. Complete Internship 10. Obtain PPS School Psychology Credential 11. Obtain Ed.S. Degree

Optional Post Graduation Milestones	
Year	**Milestones**
4	1. National School Psychologist Certification 2. Begin 3000 hour Professional Clinical Counselor Internship
5	3. Potential Licensed Educational Psychologist Eligibility
6	4. Potential Licensed Professional Clinical Counselor Eligibility

College of Education's Mission

As a comprehensive college of education, we collaborate with our professional communities in preparing educators, counselors, and leaders, to serve as agents of positive social change. We give access to professional careers to students with diverse identities and backgrounds, and contribute to their personal growth. We provide informed advice and applied research services to the local educational community.

College of Education's Vision

- Our graduates will be sought after for their knowledge, practical skills, ability to work in interprofessional teams, and lead social change in diverse communities.
- Our faculty will be sought after to partner with and consult for their expertise in research, policy, and practice.
- We will achieve financial stability and invest in innovation.
- We will create a forward-looking, student-centered organizational culture, and enjoy each other's company.

If You Are Struggling, We Recommend

We expect you will find participation in the school psychology program a very rewarding experience. However, if you find yourself struggling with any aspect of the program we recommend the following:

- Contacting your faculty advisor and discussing the concern. There are often many supports available to you that you may not be aware of.
- Contacting your student mentor and consulting with them. Often times the challenges you are facing are those that other students have faced.
- Educating yourself on the resources available to you within the Program, the College of Education, and the University, such as the Writing Center (https://www.csus.edu/writingcenter/), the Counseling Center at the Well (https://www.csus.edu/shcs/), English Language Institute (https://www.cce.csus.edu/english-language-institute), and Services for Students with Disabilities (https://www.csus.edu/sswd/), and the Student Affairs' Financial Wellness link (https://www.csus.edu/student-affairs/centers-programs/financial-wellness/).
- Your success is our success. There are options if you are having a hard time for any reason within the program, including going part-time. Consult with your advisor or the program coordinator for more information.

Contents

Every attempt has been made to ensure the accuracy of information in this handbook. However, specific information can and does change over time. Consequently, it is critical that users of this handbook double-checking crucial information through other sources (e.g., Office of Graduate Studies for due dates). Ultimately, students themselves are responsible for knowing and following all degree and credential requirements, and all program deadlines.

PROGRAM OVERVIEW

Mission of the California State University, Sacramento, School Psychology Program
The mission of the California State University, Sacramento (CSUS), School Psychology Program is to promote school psychology practices that lead to positive learning and life outcomes for children and adolescents. To that end the program engages in research, the dissemination of knowledge, the promotion of culturally competent practice, and professional and community services that advance school psychology practices in Sacramento, California, the United States, and internationally.

Training Model, Philosophy, and Knowledge Base
The CSUS, School Psychology Program's model is based on an applied problem-solving approach. The course of study is thus designed to convey the knowledge, skills, and abilities, and provide the practice necessary, to identify, understand, and address learning and other school adjustment challenges. Given the applied orientation of the program, practicum and fieldwork experiences are core components of the training model. Documenting the attainment of these practical skills a professional practice portfolio is kept by all students and evaluated at the end of each semester in the program by school psychology faculty. Completion of this portfolio is an essential element of the faculty's determination of readiness to begin practice as a credentialed school psychologist.

Effective interpersonal skills form a basis for effective practice. However, to be effective problem solvers, school psychologists must also have a broad knowledge base. This includes an understanding of human development, learning theory, socio-cultural and biological influences on development and behavior, psychoeducational assessment, consultation skills, and individual and group counseling abilities. Developing skills in program development and evaluation, research methodologies, inter-disciplinary collaboration, and utilization of community resources are also elements of the CSUS model.

The program is designed with the unique needs of the greater Sacramento region in mind. California has an ethnically, culturally, and linguistically diverse population. Therefore, it is imperative that school psychologists develop the knowledge, skills, and attitudes necessary for culturally competent practice. As a result, consideration of diversity, including LGBTQ and other special populations, is infused into coursework.

We believe it important for our school psychology students to become self-directed life-long learners, in addition to developing the specific professional skills that allow them to begin their school psychology practice. To that end, the program includes self-directed learning activities and provides first-hand experiences applying knowledge to practice. Therefore, as students progress through the program they have increasing opportunities to work in applied settings that complement university-based coursework.

Consistent with the goal of developing lifelong learners, the CSUS School Psychology Program 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 stimulate reflection about learning, practicum, and field experiences. By doing so, we hope that

CSUS school psychology students come to better understand themselves, learn strategies for applying knowledge to practice, and develop an evolving professional identity.

Learning Outcomes

Consistent with the National Association of School Psychologist's *Model for Comprehensive and Integrated School Psychological Services*, it is expected that as practicing school psychologists program graduates will:

- continually develop professional skills through reflective practice, critical thinking, and attention to current research;
- understand the structure of schools and other agencies that serve students with special needs (including both general and special education student populations);
- be knowledgeable of effective instructional practices and use this knowledge in fostering student cognitive/academic development;
- conceptualize student needs from a developmental and ecological perspective;
- work within a multi-tiered system of support; and be prepared to provide a broad range of prevention, early intervention, and longer-term school psychological services so as to better ensure the positive mental, behavioral, physical health and academic development of children and adolescents;
- utilize a wide range of methods in assessing the needs of school aged youth;
- be able to design appropriate interventions, and evaluate the effectiveness of those interventions;
- engage in ongoing evaluation of programs and services with an awareness of organizational change strategies;
- utilize empirically supported individual and group counseling approaches that reframe problems with the goal of developing strategies for solution;
- utilize empirically supported consultation approaches that reframe problems with the goal of developing strategies for solution;
- be able to provide immediate mental health crisis interventions that help to ensure adaptive coping with crises and minimize the threat of harm to students and school staff members;
- be prepared to implement problem-solving approaches that address the needs of school aged youth either within the school setting or by making appropriate referrals to community-based services;
- develop an understanding of the specialized needs of diverse student populations, including issues of culture, unique learning needs, and diverse lifestyles and orientations;
- collaborate with schools and families in implementing interventions that promote positive outcomes for all students;
- engage in practices that are consistent with ethical and legal standards of the profession, including demonstrating a solid understanding of special education regulations.

Consistent with the National Association of School Psychologists (2010) Standards for Graduate Preparation of School Psychologists the following two figures illustrate how we strive to develop the knowledge and applied practical skills required to fully implement the *NASP Practice Model*.

Alignment with the NASP Practice Model[1]

School Psychology Background Knowledge

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY		DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS	
		Student-Level Services	System-Level Services
Data-based Decision Making and Accountability **EDS 245, EDS 248, EDS 242A** **EDS 244, EDS 247, EDS 240, EDS 246A** **EDS 441A, EDS 441B**		Interventions and Instructional Support to Develop Academic Skills **EDS 248, EDS 245** **EDS 246A**	School-Wide Practices to Promote Learning **EDS 245** **EDS 246A, EDS 240**
Consultation and Collaboration **EDS 245, EDS 231,** **EDS 246A, EDS 240** **EDS 441A, EDS 441B**		Interventions and Mental Health Services to Develop Social and Life Skills **EDC210, EDS 231, EDS 245, EDS 241** **EDS 246B**	Preventive & Responsive Services **EDC 210, EDS 241** **EDS 246B** Family-School Collaboration Services **EDC 210, EDS 241** **EDS 246A, EDS 240, EDS 247**
FOUNDATIONS OF SERVICE DELIVERY			
Diversity in Development and Learning **EDC 210, EDS 248** **EDS 240, EDS 247** **EDS 441A, EDS 441B**	Research and Program Evaluation **EDS 250, EDS 245** **EDS 249 or 541** **EDS 239, EDS 540 or 542**	Legal, Ethical, and Professional Practices **EDS 201, EDS 245, EDS 241** **EDS 240, EDS 244** **EDS 441A, EDS 441B**	

Red = First year courses,   **Blue** = Second year courses,   **Green** = Internship year courses

School Psychology Applied Skill Practice

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY		DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS	
		Student-Level Services	System-Level Services
Data-based Decision Making and Accountability **EDS 242B** **EDS 243A, EDS 243B, EDS 439A, EDS 439B,** **EDS 240, EDS 246A** **EDS 441A, EDS 441B**		Interventions and Instructional Support to Develop Academic Skills **EDS 246A, EDS 439A, EDS 439B** **EDS 441A, EDS 441B**	School-Wide Practices to Promote Learning **EDS 439A, EDS 439B** **EDS 441A, EDS 441B**
Consultation and Collaboration **EDS 246A, EDS 240, EDS 439A, EDS 439B** **EDS 441A, EDS 441B**		Interventions and Mental Health Services to Develop Social and Life Skills **EDS 440** **EDS 240** **EDS 441A, EDS 441B**	Preventive and Responsive Services **EDS 439A, EDS 439B** **EDS 441A, EDS 441B** Family-School Collaboration Services **EDS 439A, EDS 439B** **EDS 441A, EDS 441B**
FOUNDATIONS OF SERVICE DELIVERY			
Diversity in Development and Learning **EDS 243A, EDS 243B, EDS 439A, EDS 439B** **EDS 441A, EDS 441B**	Research and Program Evaluation **EDS 439A, EDS 439B** **EDS 441A, EDS 441B, EDS 540 or 542**	Legal, Ethical, and Professional Practices **EDS 439A, EDS 439B** **EDS 441A, EDS 441B**	

Red = First year courses,   **Blue** = Second year courses,   **Green** = Internship year courses

Note: Depending upon the instructor additional NASP Standards may be met by a given course in a given semester.

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[1] See page 9 for course sequence and course titles

Course of Study
There are two possible degrees and two possible credentials within the program.

The two degrees are:
1. Master of Arts (M.A.) in Education (School Psychology)
2. Specialist in Education (Ed.S.) in School Psychology

The two credentials are:
1. School Psychology Internship Credential
2. Pupil Personnel Services (PPS) Credential: School Psychology option.

All of the coursework that is required for the M.A. in Education (School Psychology) is also required for the two credentials. The Ed.S. in School Psychology requires all of M.A. and PPS coursework as well as a seminar and culminating experience. Students who already possess an advanced degree may be able to waive courses specific to the M.A. in Education (School Psychology) and/or Ed.S. in School Psychology degrees. However, when doing so students are cautioned to attend to the University's rules for the "currency" of graduate course work that is to be applied to a graduate degree awarded by CSUS.[2]

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

Prerequisite Requirements
Prerequisites coursework and experiences provide school psychology students with background knowledge judged important to successfully completing the program. Students should consult with an advisor if they have questions about whether or not any of their prior coursework or work experiences have provided this necessary background knowledge. For students admitted to the program it is expected that all prerequisites are met by the end of their first year as a student in the program. An outline of the prerequisites examples of CSUS undergraduate courses that would meet these prerequisites follows:

Course/Experience
1. Knowledge of the relationship between drugs and behavior (e.g., PSYC 117)
2. A basic understanding of abnormal psychology (e.g., PSY 168)
3. Knowledge of special education and the education of exceptional leaners (e.g., EDUC 100A)
4. Experience with exceptional learners in a special education setting (e.g., EDUC 100B)
5. Knowledge of descriptive statistics (e.g., STAT 1)
6. An introduction to counseling profession (e.g., EDUC 155)
7. Instruction regarding issues of diversity (e.g., EDUC 156)
8. Instruction and/or experiences teaching school aged youth (e.g., EDUC 125A and EDUC 125B)

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[2] For additional information on currency go to
http://www.csus.edu/gradstudies/forms/candidacy_formspetitions/graduate_course_currency_certform.pdf and
http://www.csus.edu/gradstudies/dev/gradstudiesnew/forms/candidacy_formspetitions/graduate_course_currency_certform.pdf

9.   California Basic Educational Skills Test (CBEST)
10. Graduate Writing Assessment Requirement (GWAR, Step 1)

In coming school psychology students should obtain a Prerequisite Guidance Form from their advisor, complete and review it with their advisor. With this form School Psychology Program advisors monitor completion of prerequisites until they are completed, at which time they are passed on to the Program Coordinator.

<u>Master of Arts (M.A.) in Education (School Psychology) Requirements</u>
The M.A. in Education (School Psychology) requires completion of the program prerequisites or their equivalents, and 45-48 units of coursework with a minimum cumulative 3.0 GPA. No single course in which a student receives a grade below "B-" will be counted as credit toward the degree unless the student has petitioned for acceptance of the course, and the petition has been accepted and approved by the School Psychology faculty. A minimum of 21 of these units must be taken in residence at CSUS. Use of extension courses must be approved by the advisor. Enrollment in Special Problems (EDS 299) will only be granted under exceptional circumstances. An outline of degree requirements follows:

Units	Course	Title
(3)	EDC 210	Multicultural/Ethnic Counseling
(3)	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 Issues in Special Education
(3)	EDS 241	Counseling and Psychotherapy for School Psychologists (Corequisite: EDS 440)
(3)	EDS 242A	Cognitive Assessment (Corequisite: EDS 242B)
(3)	EDC 250	Education Research
(3)	EDS 440	Practicum in Individual Counseling/School Psychology
(3)	EDS 240	Functional Assessment of Behavior
(3)	EDS 244	Social, Emotional, and Behavioral Assessment (Prerequisite: EDS 242A and EDS 242B; Corequisite: EDS 243A)
(3)	EDS 246A	Preventive Academic Interventions
(3)	EDS 246B	Preventive Psychological Interventions
(3)	EDS 247	Assessment of Special Needs (Corequisite: EDS 243B)
(3)	EDS 249	Special Seminar: School Psychology* **- OR -**
(4-6)	EDS 541	Master's Project: Education (School Psychology)*

*Both the *Special Seminar: School Psychology* (EDS 249) course and the *Master's Project: Education* (School Psychology, EDS 541, Plan B) meet the M.A. in Education (School Psychology) culminating experience requirement. Students select one or the other.

<u>Credential Requirements</u>
The School Psychology Internship Credential requires completion of the program outlined above for the M.A. in Education (School Psychology), plus the following:

School Psychology Internship Credential Requirements

Units	Course	Title
(4)	EDS 242B	Cognitive Assessment Lab
(3)	EDS 243A	Assessment Practicum (concurrent with EDS 244)

(3)   EDS 243B   Assessment Practicum (concurrent with EDS 247)
(2-5)   EDS 439A   Early Fieldwork in School Psychology
(2-5)   EDS 439B   Early Fieldwork in School Psychology
Passing the *Praxis Series*® School Psychologist examination [3]

The Pupil Personnel Services (School Psychology) Credential requires completion of the program outlined above for the M.A. in Education (School Psychology) and the School Psychology Internship Credential, plus the following:

Pupil Personnel Services (School Psychology) Credential Requirements

Units	Course	Title
(15)	EDS 441A	Internship in School Psychology
(15)	EDS 441B	Internship in School Psychology

Specialist in Education (Ed.S.) in School Psychology Requirements
Finally, the Specialist in Education (Ed.S.) in School Psychology requires all of the coursework for the M.A. in Education (School Psychology), and the School Psychology Internship and Pupil Personnel Services (School Psychology) credentials, plus the following courses.

Units	Course	Title
(3)	EDS 239	Education Specialist Seminar
(4-6)	EDS 540	Education Specialist Thesis: School Psychology* -**OR**-
(4-6)	EDS 542	Education Specialist Project: School Psychology*

*Both the *Education Specialist Thesis: School Psychology* (EDS 540) and the *Education Specialist Project: School Psychology* (EDS 542) meet the Ed.S. in School Psychology degree culminating experience requirement. Students select one or the other. Students who plan to complete a Thesis or Project within one semester should always enroll in these courses for six (6) units.

Before graduation, an Application for Graduation with an Ed.S. in School Psychology must be filed in the Office of Graduate Studies by the deadline date published in the Schedule of Classes.

Recommended Course Sequence
The following Table offers the suggested course sequence for the M.A. in Education (School Psychology) and Ed.S. in School Psychology degrees, and the School Psychology Internship and Pupil Personnel Services (School Psychology) credentials for students planning on full time enrollment status. Part time students, and those who already completed graduate course work at the time of admission, are to consult with an advisor to determine their specific courses and course sequence.

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[3] For full time students, the *Praxis Series*® School Psychologist examination is typically taken during the spring semester of the second year or, for part time students, during the semester that all course work necessary for the Internship is to be completed. Passing this exam also meets half of the Masters Exam option (Plan C) for the M.A. in Education (School Psychology) culminating experience (with the other half being the Masters Case Study exam that is associated with EDS 249, Special Seminar: School Psychology). As of September 2016 the passing *Praxis Series*® School Psychologist examination score is 147.

Full-Time Student Required Course Sequence
Master of Arts in Education, School Psychology Option, Specialist in Education in School Psychology and PPS School Psychology Credential

First Semester	Course Title	Units	
EDC 210	Multicultural Counseling	3	
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 Issues in Special Education	3	
		15	
Second Semester			
EDS 241	Counseling and Psychotherapy for School Psychologists	3	
EDS 242A	Cognitive Assessment	3	
EDS 242B	Cognitive Assessment Lab	4	
EDC 250	Educational Research	3	
EDS 440	Practicum in Counseling for School Psychologists	3	
		16	
Third Semester			
EDS 240	Functional Assessment of Behavior	3	
EDS 243A	Practicum in Assessment	3	
EDS 244	Social, Emotional, and Behavioral Assessment	3	
EDS 246A	Preventive Academic Interventions	3	
EDS 439A	Early Fieldwork in School Psychology	2-5	2 unit min = 6.75 hrs of fieldwork per-week
		14-17	
Fourth Semester			
EDS 243B	Practicum in Assessment	3	
EDS 247	Assessment of Special Needs	3	
EDS 246B	Preventive Psychological Interventions	3	
EDS 439B	Early Fieldwork in School Psychology	2-5	2 unit min = 6.75 hrs of fieldwork per-week
EDS 249, **or**	Special Seminar: School Psychology	3	
EDS 541	Master's Project: Education (School Psychology)*	4-6	6 units if completing in one semester
		14-20	
Fifth Semester			
EDS 441A	Internship in School Psychology	15	
EDS 239	Education Specialist Seminar	3	
		18	
Sixth Semester			
EDS 441B	Internship in School Psychology	15	
EDS 540, **or**	Education Specialist Thesis: School Psychology	4-6	6 units if completing in 1 semester
EDS 542	Education Specialist Project: School Psychology	4-6	6 units if completing in 1 semester
		21	

PROMGRAM TOTAL   **98-107**

Part-Time Student Recommended Course Sequence
Master of Arts in Education, School Psychology Option, Specialist in Education in School Psychology and PPS School Psychology Credential

First Semester	*Course Title*	*Units*	
EDS 245	Psychology in the Schools	3	
EDS 201	Legal Issues in Special Education	3	
		6	

Second Semester	*Course Title*	*Units*	
EDS 241	Counseling and Psychotherapy for School Psychologists	3	
EDC 250	Educational Research	3	
EDS 440	Practicum in Counseling for School Psychologists	3	
		9	

Third Semester	*Course Title*	*Units*	
EDS 231	Group Process in School Psychology	3	
EDS 248	Human Development and Learning	3	
EDC 210	Multicultural Counseling	3	
		9	

Fourth Semester	*Course Title*	*Units*	
EDS 242A	Cognitive Assessment	3	
EDS 242B	Cognitive Assessment Lab	4	
		7	

Fifth Semester	*Course Title*	*Units*	
EDS 243A	Practicum in Assessment	3	
EDS 244	Social, Emotional, and Behavioral Assessment	3	
EDS 246A	Preventive Academic Interventions	3	
EDS 439A	Early Fieldwork in School Psychology	1-3	1unit min = 3.375 hrs of fieldwork per-week
		10-13	

Sixth Semester	*Course Title*	*Units*	
EDS 243B	Practicum Assessment	3	
EDS 247	Assessment of Special Needs	3	
EDS 246B	Preventive Mental Health Interventions	3	
		9	

Seventh Semester	*Course Title*	*Units*	
EDS 240	Functional Assessment of Behavior	3	
EDS 439B	Early Fieldwork in School Psychology	1-3	2 unit min = 6.75 hrs of fieldwork per-week
		4-6	

Eighth Semester	*Course Title*	*Units*	
EDS 439C	Early Fieldwork in School Psychology	2-4	1unit min = 3.375 hrs of fieldwork per-wee
EDS 249, **or**	Special Seminar: School Psychology	3	
EDS 541	Master's Project: Education (School Psychology)*	4-6	6 units if completing in one semester
		5-10	

Ninth Semester	*Course Title*	*Units*	
EDS 441A	Internship in School Psychology	15	
EDS 239	Education Specialist Seminar	3	
		18	

Tenth Semester	*Course Title*	*Units*	
EDS 441B	Internship in School Psychology	15	
EDS 540, **or**	Education Specialist Thesis: School Psychology	4-6	6 units if completing in 1 semester
EDS 542	Education Specialist Project: School Psychology	4-6	6 units if completing in 1 semester
		21	
PROMGRAM TOTAL		**98-107**	

Field and Practicum Experiences
Opportunities to practice providing school psychological services is an integral part of the CSUS School Psychology Program and is designed to complement and extend "classroom-based" instruction and learning. It is through field experiences, and the processing of those experiences, that students integrate theory and practice, and develop the skill of reflection. Field-based experiences occur through the sequence of instruction and as a part of didactic courses. The opportunity to process these practical experiences is structured into all requirements.

Practical experiences occur throughout the first two years of the program. They are outlined below according to the semester during which they generally take place for the full-time school psychology student.

Semester One
As a part of *Psychology in the Schools* (EDS 245), students spend a minimum of 12 hours in directed observations designed to acquaint students with the operation of schools, the role of school psychologists, and the variety of special education programs available. As part *Group Process in School Psychology* (EDS 231), students observe or co-facilitate a school-based counseling group.

Semester Two
As part *Cognitive Assessment* (EDS 242B), students first practice using different testing instruments and, when proficient, test clients referred to the CSUS Center for Counseling and Diagnostic Services (CCDS). Individual rooms with one-way mirrors allow supervisors to provide real-time supervision to school psychology students. In the *Practicum in Counseling for School Psychologists* (EDS 440), students work with children and/or families referred to a school-based clinic.

Semester Three
Early Fieldwork in School Psychology (EDS 439A) requires students to spend a minimum of 100 hours in a school setting. Fieldwork experiences include behavioral and academic consultations/intervention design (which are also assignments in *Functional Assessment of Behavior*, EDS 240, and *Preventive Academic Interventions*, EDS 246A), and counseling. University based seminar discussions facilitate the integration of theory and real-life practice.

This semester students also begin the first of two semesters in the CSUS CCDS, evaluating clients referred due to school related difficulties and writing complete psychoeducational reports (*Assessment Practicum,* EDS 243A).

Semester Four
Students continue with *Early Fieldwork* assignment (EDS 439B), engaging in more complex activities as their competencies increase. At this point, students are able to practice all aspects of the school psychologist's role (including psychoeducational assessments); and many have become an integral part of Student Study Teams at their school sites. By the end of this semester students must have a minimum of 200 hours of fieldwork (across EDS 439A and 439B) before being eligible for the school psychology internship.

This semester students also spend a second semester conducting evaluations and writing complete psychoeducational reports in the CCDS, and complete at least 2 evaluations at their early fieldwork site (*Assessment Practicum,* EDS 243B).

Assessment and Counseling Practica
As presented above, the Assessment Practicum experiences take place both in the field (as part of EDS 439B) and at the CCDS (as part of EDS 243A and 243B). Under the supervision of CSUS faculty, the CCDS experience provides opportunities for students to not only practice psychoeducational assessment skills, but also provide a community service. In the assessment practica, the use of assessment instruments is taught with hands-on experience in administration, scoring, and interpretation. Students assess children from the community, consult with their families, interpret assessment results, and write comprehensive psychoeducational reports. Because of the demands to learn new assessment tools and to write comprehensive reports, this practica is often viewed as one of the most demanding elements of the school psychology program. All students are encouraged to attend carefully to the Center for Counseling and Diagnostic Services Handbook provided in Appendix A.

All counseling practicum take place at local school sites, and places an emphasis on the application of counseling theories and integration of one's own counseling approach into practical application.

There are ethical and legal standards guiding practica activities. These standards protect clients, supervisors, and students. The issue of confidentiality is both an ethical and legal issue. Information obtained during the practicum is considered privileged, must be protected, and should never be discussed outside the practicum without signed consent of the parent. Protecting client confidentiality includes ensuring that such information is not transmitted electronically nor permanently stored on personal computers. Exceptions to this rule include suspected child abuse, elder abuse, dependent adult abuse, and imminent danger of harm to oneself or another. 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 professional ethics or the law.

School Psychology Internship
Before beginning the internship, students have had a minimum of 450 hours of fieldwork (200 hours) and practica (250 hours). These experiences are designed as preparation for assuming the variety of roles and functions available to school psychologists. At the start of the internship, students already have had experience in counseling, academic and behavioral consultation, academic and behavioral intervention design, and psychoeducational 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 (http://www.casponline.org/pdfs/pdfs/internship_manual.pdf) and this Handbook are used as

guiding documents for the internship. See the Fieldwork and Internship Coordinator for additional guidance on procedures to follow when obtaining your school psychology internship.

Intern seminars are held with university-based supervisors during the internship. These seminars provide the opportunity for guided discussions during which students process 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 documenting practice and supervision 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 intern logs are all avenues for adjusting an internship experience to ensure that the student is engaged in a balanced and diverse internship experience.

General expectations of CSUS School Psychology program students as they advance to the school psychology internship include the following: …

1. Taking primary responsibility for finding an acceptable internship placement.
2. Not beginning interviewing for an internship position until after they have confirmed with their advisor that they are ready to begin this process. (NOTE: Typically, full time students begin to interview for internship positions in the spring semester of their second year, or during their 4th semester of course work. However, this does not mean that students cannot engage in informal conversations with school districts at any time during their training about the POSSIBILITY of an internship placement.)
3. Understanding that they are released to their internship after successful completion of ALL course work, obtaining a Praxis score of 147 or higher, obtain satisfactory fieldwork final evaluations, AND have received the approval of the school psychology faculty. (NOTE: Students will typically be allowed to interview for an internship placement before a final decision is made by faculty regarding readiness for internship, which takes place only after course work is completed.)
4. Completing their internship in a placement that is no more than 50 miles (by car) from the CSUS campus (as documented by Goggle Maps).
5. Finding an internship that meets the CSUS School Psychology Program's expectations for breadth. (NOTE: This means that an internship plan must be developed and must clearly indicate that, after taking into account Early Fieldwork placements, the intern has the potential to complete at least 200 hours in 3 of the 4 school settings authorized by their credential, i.e., preschool, elementary, middle school, high school.)
6. Obtaining an Internship Credential. (NOTE: This will require obtaining a Certificate of Clearance.)
7. Ensuring that an Internship Expectations Form has been signed by at least one of the school psychologists that will be providing direct supervision at the internship placement site. This form is available at http://www.csus.edu/indiv/b/brocks/.
8. Not providing direct school psychological services to students until at least two weeks before the start of the CSUS academic year.

9. Submitting the completed Practicum Hours Documentation Form to the CSUS Internship Coordinator before they accept an internship placement offer from a school district. It is this form (available at http://www.csus.edu/indiv/b/brocks/) that documents the internship placement has been approved. **It is only after this form is signed by the Internship and School Psychology Program Coordinators that internship hours worked, will count toward the 1,200 hours required for credentialing**. (NOTE: It is required that all internships be approved by the CSUS school psychology faculty before an internship contract is signed. Approval is typically based upon the above listed items 4, 5, 6, and 7).

10. Submitting their Internship Hours Log (signed by their field-based supervisor), including specification of how many hours are spent in each of the four school psychology settings and the number of field-based supervision hours received, to their CSUS field supervisor on a monthly basis. This form is available at http://www.csus.edu/indiv/b/brocks/.

11. Enrolling in the Internship in School Psychology Seminar (EDS 441A and 441B) for both the fall and spring semesters (for 15 units if the internship is full time) and are expected to physically attend all seminar meetings. This seminar also requires all students to complete and turn in at least one behavior intervention and one academic intervention with data to support the effectiveness of school psychological services offered. Students will also be required to turn in at least one sample psychoeducational evaluation that they believe demonstrated their competency in this area of practice.

12. Turning in Internship Evaluation Forms at the end of the fall and spring semesters. (NOTE: By the end of the internship all areas on this form MUST be evaluated and the rating must be at a 3, which reflects "standard performance," or higher before the school psychology credential can be issued.)

13. Understanding that the CSUS school psychology faculty sign-off on school psychology credential applications based upon meeting the following standards:
    a. Successful completion of all credential related coursework.
    b. Meeting all requirements of the Internship Seminar (as specified on EDS 441A and 441B syllabi).
    c. Completion of a satisfactory Internship Evaluation (i.e., signed by a field-based supervisor, AND all areas are rated, AND the ratings are 3 or higher).
    d. Internship Logs indicate at least 1200 internship hours have been completed.
    e. Internship Logs indicate that at least 200 hours of fieldwork/internship have been completed in 3 of the 4 school settings authorized by the credential (these hours may include Early Fieldwork hours).
    f. Successful completion of a School Psychology Portfolio. All items on the Portfolio Evaluation are signed off on by faculty (indicating that the item is adequate).

Liability Insurance
Graduate students in designated classes are automatically added to the university liability policy. Students are billed individually by the university after the beginning of the semester. Students completing their school psychology internship are generally covered by the school district for which they work. However, many school psychologists (including most of the school psychology faculty) carry their own, personal (and personally funded) liability insurance. A vender that provides such insurance and is also associated with the National Association of School

Psychologists is Forest T. Jones and Company. For more information go to
http://www.ftj.com/nasp.

CSUS School Psychology Program Degree and Credential Flow Chart
To summarize the course of study and to illustrate the CSUS school psychology Program in its entirety the following flow chart is offered.

PROGRAM APPLICATIONS DUE FEBRUARY 1st FOR FALL ADMITTANCE

Files paper screened by faculty	→	Selected students interviewed by committee	→	Final decisions on applicants
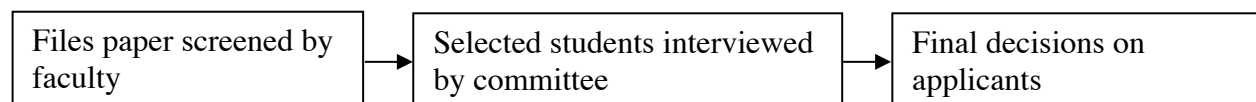
See Program Admissions (Appendix B) for guidelines on evaluation criteria.

PREREQUISITES

- Knowledge of the relationship between drugs and behavior (e.g., PSYC 117)
- A basic understanding of abnormal psychology (e.g., PSY 168)
- Knowledge of special education and the education of exceptional leaners (e.g., EDUC 100A)
- Experience with exceptional learners in a special education setting (e.g., EDUC 100B)
- Knowledge of descriptive statistics (e.g., STAT 1)
- An introduction to counseling profession (e.g., EDUC 155)
- Instruction regarding issues of diversity (e.g., EDUC 156)
- Instruction and/or experiences teaching school aged youth (e.g., EDUC 125A and EDUC 125B)
- California Basic Educational Skills Test (CBEST)
- Graduate Writing Assessment Requirement (GWAR, Step 1)

SEMESTER ONE

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 245 Psychology in the Schools	1. Field observations	1. Group project (Hotsheet)*
2. EDS 248 Human Development & Learning		2. Health and developmental history questionnaire*
3. EDS 231 Group Processes in School Psychology	3. Co-lead school-based group	3. Group curriculum project (abstract)*
4. EDS 210 Multicultural Counseling		**OTHER GENERAL METHODS OF EVALUATION**
5. EDS 201 Legal Issues in Special Education		Papers Class presentations Exams
Portfolio evaluation in EDS 245 (*indicates required portfolio elements).		

SEMESTER TWO

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDC 250 Educational Research 2. EDS 242 A Cognitive Assessment Seminar 3. EDS 242B Cognitive Assessment Practicum 4. EDS 241 Counseling & Psychotherapy for School Psychs. 5. EDS 440 Practicum in Counseling for School Psychologists	3. Assessment practicum 5. Counseling practicum	3. GATE evaluations* & Clinic supervision 5. Clinic/Field supervision
		OTHER GENERAL METHODS OF EVALUATION
		Exams Papers Case studies
Portfolio evaluation in EDS 242A (*indicates required elements).		

SEMESTER THREE

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 240 Functional Assessment of Behavior 2. EDS 244 Social, Emotional & Behavioral Assessment 3. EDS 246A Preventive Academic Interventions 4. EDS 439A Fieldwork in School Psychology 5. EDS 243A Assessment Practicum	1. Behavior consultation 3. Academic consultation 4. School psych fieldwork 5. Assessment practicum	1. Functional assessment and behavior intervention plan* 2. Assessment resource notebook from EDS 243A, 246A & 244* 3. Academic intervention case study* 4. Early Fieldwork Formative Evaluation* 5. Psychoeducational evaluation* & Clinic supervision
		OTHER GENERAL METHODS OF EVALUATION
		Exams Papers
Student Progress Review **1. Portfolio evaluation in EDS 439A (*indicates required portfolio elements).** **2. Faculty review student transcripts** **3. Core faculty meet as a group, with all student to discuss progress** **4. As indicated, faculty hold individual meetings with students at beginning of spring semester to discuss progress**		

SEMESTER FOUR

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 247 Assessment of Special Needs		1. Low incidence disability pamphlet*
2. EDS 246B Preventive Psychological Interventions		2. Crisis and suicide intervention scripts*
3. EDS 243B Assessment Practicum	3. Assessment practicum	3. Psycho-educational evaluation*
4. EDS 249, 541:exam or project		4. Completion of M.A. Exam or Project
5. EDS 439B Fieldwork	5. School psych fieldwork	5. Early Fieldwork Summative Evaluation*
		OTHER GENERAL METHODS OF EVALUATION
		Exams
		Papers

Student Progress Review

1. Portfolio evaluation in EDS 439B (*indicates required portfolio elements).
2. Evaluation of M.A. in Education (School Psychology) degree requirements: All students take the *Praxis Series*® School Psychologist examination and the Case Study examination (administered by CSUS) or complete a Master's Project. Transcripts and examination results are reviewed to assure that all students have met course requirements for their Master's Degree.
3. Evaluation of Internship Credential Requirements: All students take the *Praxis Series*® School Psychologist examination. Faculty members meet to discuss each student's overall progress and review Early Fieldwork Evaluation Forms. Transcripts and examination results are reviewed to assure that all students have met the course requirements for their School Psychology Internship Credential.
4. As indicated, faculty hold individual meetings with students at beginning of semester to discuss progress

SEMESTER FIVE

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 441A Internship Seminar	1. School Psychology Internship	1. Review of Internship Plan, Review of Internship Log, Formative supervisor evaluation*
2. EDS 239 Education Specialist Seminar (optional)		2. Completion of Ed.S. Project Literature Review
Portfolio evaluation in EDS 441A (*indicates required elements).		

SEMESTER SIX

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 441B Internship Seminar	1. School Psychology Internship	1. Review of Internship Log, Summative supervisor evaluation*, Psycho-educational evaluation*, Academic intervention*, Behavioral intervention*
2. EDS 540/542 (optional)		2. Completion of Ed.S. Thesis or Project
Student Progress Review		
1. Final portfolio evaluation in EDS 441B (*indicates required elements). 2. Evaluation of Pupil Personnel Services Credential: School Psychology (PPS) requirements: Internship coordinator and credentials office review all student records to assure that students have completed required coursework. Faculty members meet to discuss each student's overall progress and review Summative Internship Evaluation. 3. Evaluation of Ed.S. in School Psychology degree requirements: Students complete an Ed.S. in School Psychology Project or Thesis. Transcripts are reviewed to assure that students have met course requirements for their Ed.S. in School Psychology degree, which includes successful completion of the internship. (NOTE: This degree option is optional as long as the student have obtained a Masters Degree.)		

2017/2018 CATALOG LANGUAGE RELEVANT TO THE SCHOOL PSYCHOLOGY PROGRAM

Special Note: Given the complexity of the School Psychology Program, from time to time there are inconsistencies between the CSUS Catalog language, and the School Psychology Program language offered in this handbook and on the program's webpage. Please consult with an advisor if your notice any such inconsistencies. School Psychology Program faculty strive to address such errors as soon as possible (but changes to the catalog are published only one time each academic year).

Requirements - Master of Arts Degree in Education - School Psychology

Admission Requirements
Admission as a classified graduate student in the Master of Arts in Education, School
Psychology option, requires:
- a baccalaureate degree;
- a minimum 3.0 overall grade point average (if GPA is below 3.0, student may be
  accepted conditionally);
- successfully meeting the University Graduate Writing Assessment Requirements
  (GWAR);
- evidence of registration for or CBEST passing score;
- Graduate Record Exam (GRE) scores; and
- the following courses or equivalents (contact a school psychology advisor for more
  information on equivalent experiences):

(3)		A course in Introductory Statistics
(3)	EDUC 155	Introduction to Counseling
(3)	EDUC 156	Power, Privilege and Self Identity in Counseling
(3)	EDUC 100A/B	Educating Students with Disabilities in Inclusive Settings & Lab (EDUC 100A and EDUC 100B must be taken concurrently)
(2)	EDUC 125A	Tutoring Children in Reading (Corequisite: EDUC 125B) **AND**
(1)	EDUC 125B	Tutoring Children in Reading Practicum (Corequisite: EDUC 125A) **OR**
		One year of experience as a teacher or two years of experience as a teacher's aide. Experience with pupils in a variety of setting may be used as an equivalency (contact a school psychology advisor for more information on equivalent experiences)
(3)	PSYC 117	Drugs and Behavior
(3)	PSYC 168	Abnormal Psychology (PSYC 2)

In addition, candidates concurrently pursuing the Pupil Personnel Services Credential, School
Psychology Endorsement, must pass the CBEST.

Applicants who have deficiencies in admission requirements that can be removed by specified
additional preparation may be admitted with conditionally classified graduate status. Any
deficiencies will be noted on a written response to the student's admission application.

Admission Procedures
All students must file the following with the Sacramento State Office of Graduate Studies, River
Front Center 206, (916) 278-6470:
- an online application for admission; and
- one set of official transcripts from all colleges and universities attended, *other than
  Sacramento State.*

For more admissions information and application deadlines, please visit
http://csus.edu/gradstudies/.

At the same time, each applicant must complete a separate application for admission to the School Psychology Program:

- the program's application is available online at http://edweb.csus.edu/eds/psychology/index.html;
- three letters of reference (forms attached to application);
- one set of transcripts;
- evidence of experience in public schools; and
- evidence of strong communication skills.

Program applications are due by February 1 (*note this has been changed to February 1*) for admission the following Fall Semester. Applications are only accepted and processed once per year, during spring semester for admission the following fall.

School Psychology Option
The Master of Arts in Education (School Psychology) offers the opportunity to gain skills in working with preschool through grade 12 students, teachers, and parents in the school setting. Graduates of this degree who also complete practicum and fieldwork requirements are eligible for the Pupil Personnel Services Credential, School Psychology Endorsement, offered by the California Commission on Teacher Credentialing (CCTC). Possession of the MA in Education (School Psychology) and the Pupil Personnel Services Credential, School Psychology Endorsement prepares an individual to meet the academic requirements for the Licensed Educational Psychologist (LEP) license administered by the Board of Behavioral Science Examiners, Department of Consumer Affairs.

The program includes training in counseling techniques, the use of individual academic and psychological assessment tools, the introduction of behavioral interventions in the school and the home, consultation skills, techniques of program development and evaluation, special education law, and instructional strategies.

Unique strengths of the program include supervised training in a clinic setting, early field experience in schools, a one-year field placement in the public schools, and instruction by faculty who hold school psychology credentials.

The program also offers a CCTC approved internship in school psychology. Interns are jointly selected by program faculty and employing districts. Students are not eligible for the CCTC internship option until they are ready to register for EDS 441A, usually in the fifth semester of the program. A minimum 1200-hour internship, completed in not more than four semesters, is required and must be approved by their advisor.

The program also offers an advanced degree, Specialist in Education (Ed.S.) in School Psychology. This degree requires a total of 95 units of coursework and completion of a culminating experience.

Degree Requirements

The Master of Arts in Education (School Psychology) requires completion of 45-48 units of coursework with a minimum cumulative 3.0 GPA. No single course in which a student receives a grade below "B-" will be counted as credit toward the degree unless the student has petitioned for acceptance of the course, and the petition has been accepted and approved by the School Psychology faculty. A minimum of 21 of these units must be taken in residence at Sacramento State. Use of extension courses must be approved by the advisor. Enrollment in Special Problems will only be granted under exceptional circumstances. An outline of degree requirements follows:

Courses in parentheses are prerequisites.

First Semester (15 units)

(3)	EDC 210	Multicultural/Ethnic Counseling (EDUC 155, EDUC 156)
(3)	EDS 231	Group Process in School Psychology
(3)	EDS 245	Psychology in the Schools (Must be admitted to School Psychology Program)
(3)	EDS 248	Human Development and Learning
(3)	EDS 201	Writing and Research Across the Disciplines (Admission to graduate program in the College of Education or instructor permission)

Second Semester (12 units)

(3)	EDS 241	Counseling and Psychotherapy for School Psychologists (Corequisite: EDS 440)
(3)	EDS 242A	Cognitive Assessment (Corequisite: EDS 242B)
(3)	EDC 250	Education Research
(3)	EDS 440	Practicum in Individual Counseling/School Psychology (Approval as a candidate in School Psychology program, approval of advisor, and GPSE Branch petition)

Third Semester (9 units)

(3)	EDS 240	Functional Assessment of Behavior (Instructor permission)
(3)	EDS 244	Social, Emotional and Behavioral Assessment (EDS 242A and EDS 242B; Corequisite: EDS 243A)
(3)	EDS 246A	Preventive Academic Interventions (Instructor permission)

Fourth Semester (12-15 units)

(3)	EDS 246B	Preventive Psychological Interventions (Instructor permission)
(3)	EDS 247	Assessment of Special Needs
(3-6)	EDS 249	Special Seminar: School Psychology (GPSE Branch petition required) **OR**

EDS 541   Master's Project: Education/School Psychology (Plan B) (Advanced to candidacy)

The MA Seminar EDS 249 and EDS 541 courses require students to file and have approved a Reservation Form for the courses the semester before intended registration. Registration for Special Problems (EDS 199/EDS 299) requires a Special Problems petition be filed the semester before intended registration. Enrollment in the culminating experience (Thesis/Project/MA Seminar) may occur only after advancement to candidacy.

Please be aware that the School Psychology Program requires the guidelines in the *American Psychological Association* (APA), most current edition, for formatting of projects/theses. The Office of Graduate Studies, River Front Center 206, (916) 278-6470, also publishes a two-sided form, Thesis/Project Format Requirements, to refer to for the preparation and submission of the Master's Thesis or Project. You can find this form and other Graduate Studies forms on the web at csus.edu/gradstudies/forms.

Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the deadline date. In addition, all coursework leading to this Master's degree must be completed within a seven-year period.

Credential Requirements

The Pupil Personnel Services Credential, School Psychology Endorsement, requires the program outlined for the MA in Education (School Psychology), plus the following:

(4)	EDS 242B	Cognitive Assessment Lab (Corequisite: EDS 242A)
(3)	EDS 243A	Assessment Practicum A (Corequisite: EDS 244)
(1-10)	EDS 439A	Early Fieldwork in School Psychology (Satisfactory completion of first year coursework)
(30)	EDS 441A	Internship in School Psychology (Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and GPSE Branch petition)

If students are to graduate under the provision of this catalog, they must maintain continuous enrollment from the date of classification to the date of graduation. Students who are planning to be absent for more than one semester must file a Leave of Absence request and have it approved prior to the absence.

Requirements - Specialist in Education (Ed.S.) - School Psychology
Units required: 95

Courses in parentheses are prerequisites.

First Semester (12 units)

(3)	EDC 210	Multicultural/Ethnic Counseling (EDUC 155, EDUC 156)

(3)　EDS 231　　Group Process in School Psychology

(3)　EDS 245　　Psychology in the Schools (Must be admitted to School Psychology Program)

(3)　EDS 248　　Human Development and Learning

Second Semester (16 units)

(3)　EDS 241　　Counseling and Psychotherapy for School Psychologists (Corequisite: EDS 440)

(3)　EDS 242A　Cognitive Assessment (Corequisite: EDS 242B)

(4)　EDS 242B　Cognitive Assessment Lab (Corequisite: EDS 242A)

(3)　EDC 250　　Education Research

(3)　EDS 440　　Practicum in Individual Counseling/School Psychology (Approval as a candidate in School Psychology program, approval of advisor, and GPSE Branch petition)

Third Semester (14 units)

(3)　EDS 240　　Functional Assessment of Behavior (Instructor permission)

(3)　EDS 243A　Assessment Practicum A (Corequisite: EDS 244)

(3)　EDS 244　　Social, Emotional and Behavioral Assessment (EDS 242A and EDS 242B; Corequisite: EDS 243A)

(3)　EDS 246A　Preventive Academic Interventions (Instructor permission)

(2)　EDS 439A　Early Fieldwork in School Psychology (Satisfactory completion of first year coursework)

Fourth Semester (14 units)

(3)　EDS 243A　Assessment Practicum A (Corequisite: EDS 244)

(3)　EDS 246B　Preventive Psychological Interventions (Instructor permission)

(3)　EDS 247　　Assessment of Special Needs

(2)　EDS 439A　Early Fieldwork in School Psychology (Satisfactory completion of first year coursework)

Fifth Semester (18 units)

(3)　EDS 239　　Education Specialist Seminar (Approval as a candidate in the Education Specialist program, completion of courses required for the School Psychology Internship credential, approval of advisor, and GPSE Branch petition)

(15) EDS 441A　Internship in School Psychology (Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and GPSE Branch petition)

Sixth Semester (18-21 units)

(15) EDS 441A   Internship in School Psychology (Approval as a candidate in the School
                   Psychology program, completion of courses required for the School
                   Psychology Internship credential, approval of advisor, and GPSE Branch
                   petition)

(4-6) EDS 542   Education Specialist Project: School Psychology (Open only to the
                   graduate student who has been advanced to candidacy. GPSE Branch
                   petition is required. Number of units of credit is determined by the
                   candidate's advisor.)

(4-6) EDS 540   Education Specialist Thesis: School Psychology (Open only to the graduate
                   student who has been advanced to candidacy. GPSE Branch petition is
                   required. Number of units of credit is determined by the candidate's
                   advisor.)

CSUS SCHOOL PSYCHOLOGY PROGRAM
COURSE DESCRIPTIONS

EDS 201. Legal Aspects of Special Education. Legislative provisions related to implementation of special education programs and procedures will be a primary focus. Additional emphasis will be given to pertinent judicial decisions and to law as it relates to special education in a multicultural context. **Graded:** Graded Student. **Units:** 3.0

EDS 231. Group Process in School Psychology. Designed to equip students with the group process skills and understanding essential to the practice of school psychology. Focus on both developing counseling groups within the schools and on the understanding of group process necessary to being an effective agent in the school setting. Topics include the logistics of working within a school system, balancing groups, soliciting referrals, sharing information, participating in staff meeting, and facilitating parent teacher and other school level meetings such as Individualized Education Program Planning meetings. **Graded:** Graded Student. **Units:** 3.0

EDS 239. Education Specialist Seminar. Explores leadership roles of school psychologists. **Prerequisite:** Approval as a candidate in the Education Specialist program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition. **Graded:** Credit / No Credit. **Units:** 3.0

EDS 240. Functional Assessment of Behavior. Assessment of behaviors using the techniques of applied behavior analysis. Students will learn how to do functional assessments of behavior. Methods appropriate for assessment of children in the school setting are emphasized. **Prerequisite:** Instructor permission. **Graded:** Graded Student. **Units:** 3.0

EDS 241. Counseling and Psychotherapy for School Psychologists. Examination of basic theories of counseling and therapy used by school psychologists, with emphasis on children and youths inn an educational setting and their families. Refinement of one's own counseling orientation is required. **Corequisite:** EDS 440. **Graded:** Graded Student. **Units:** 3.0

EDS 242A. Cognitive Assessment. Designed to introduce prospective school psychologists to both theory and practice in the assessment of cognitive abilities. Students will be exposed to various approaches to cognitive assessment including information processing, CBA, dynamic, and psychometric. Students will learn to administer and interpret major standardized cognitive assessment instruments including the WISC-R, WAIS-R, Stanford-Binet FE, K-ABC, and others. Lecture. **Corequisite:** EDS 242B. **Graded:** Graded Student. **Units:** 3.0

EDS 242B. Cognitive Assessment Lab. Clinic based practice lab. Lab will be a synthesis and application of course content in the assessment of cognitive function. Students will be assigned clients for purposes of administering, scoring, evaluating and reporting assessment data. **Corequisite:** EDS 242A. **Graded:** Credit / No Credit. **Units:** 4.0

EDS 243. Assessment Practicum. Administration, scoring, and interpretation of tests taught in EDS 242A-B, EDS 244, or EDS 247. Students will be assigned five to seven cases. They will assess the children, meet with the families to gather history, and render interpretation. **Note:**

Must be taken concurrently with EDS 242A, EDS 242B, EDS 244, and EDS 247. May be taken twice for credit. **Graded:** Graded Student. **Units:** 3.0

EDS 243A. Assessment Practicum A. Administration, scoring, and interpretation of tests taught in EDS 242A and B and EDS 244. Students will be assigned five cases. They will assess the children, meet with the families to gather history, and render interpretation. **Note:** Taken concurrently with EDS 244, unless granted special permission of faculty. **Graded:** Graded Student. **Units:** 3.0

EDS 243B. Assessment Practicum. Advanced practice in administration, scoring, and interpretation of tests taught in EDS 242A-B, EDS 243A, EDS 244, and EDS 247. Students will be assigned five to seven cases (with some cases in Fieldwork placements). Development of skills in assessment, analysis of data, intervention planning and conveying results orally and in writing. **Note:** Taken concurrently with EDS 247, unless granted special permission of faculty. **Prerequisite:** EDS 243A **Corequisite:** EDS 247 **Graded:** Graded Student. **Units:** 3.0

EDS 243C. Assessment Practicum. Continued training in development of advanced skills in administration, scoring, and interpretation of tests taught in EDS 242 A-B, EDS 243A, EDS 243B, EDS 244, or EDS 247. Students will be assigned cases by the practicum supervisor as appropriate. Students are expected to successfully engage in all stages of assessment process with clients. **Note:** Taken with permission of faculty after completion of EDS 243A and EDS 243B. **Prerequisite:** EDS 243B **Graded:** Graded Student. **Units:** 3.0

EDS 244. Social, Emotional and Behavioral Assessment. Examines social/emotional assessment strategies and instruments appropriate for working with students in schools. Topics include clinical interviewing, social-emotional functioning, conduct disorder, and effective report writing. Students use course information during concurrent enrollment in EDS 243: Assessment Practicum. **Note:** Must be admitted to School Psychology Program. **Prerequisite:** EDS 242A and EDS 242B. **Corequisite:** EDS 243. **Graded:** Graded Student. **Units:** 3.0

EDS 245. Psychology in the Schools. Overview of psychology in the schools. Topics include school systems, program development, service delivery models and the role of the school psychologist. Students will engage in systematic school observations. **Prerequisite:** Must be admitted to School Psychology Program. **Graded:** Graded Student. **Units:** 3.0

EDS 246A. Preventive Academic Interventions. Study and application of various primary, secondary, and tertiary academic interventions designed to prevent school failure and/or learning challenges. Examines techniques of identifying pupils who are experiencing academic difficulties that interfere with school functioning, and intervention techniques designed to remediate or ameliorate these problems. **Prerequisite:** Instructor permission. **Graded:** Graded Student. **Units:** 3.0

EDS 246B. Preventive Mental Health ("Psychological" is listed on transcripts) Interventions. Study and application of various primary, secondary, and tertiary psychological interventions designed to prevent school failure and/or emotional challenges. Examines

techniques of identifying pupils who are experiencing mental health difficulties that interfere with school functioning, and intervention techniques designed to address these problems. **Prerequisite:** Instructor permission. **Graded:** Graded Student. **Units:** 3.0

EDS 247. Assessment of Special Needs. Assessment of client behavior using formal and non-formal methods based on neuropsychological principles. Students will learn to use interview techniques, standardized cognitive and projective tests, and neuropsychological screening procedures to assess students with special needs. Report writing, parent conferences, and consultation strategies will be stressed. **Graded:** Graded Student. **Units:** 3.0

EDS 248. Human Development and Learning. Cognitive, socio-emotional and personality development through the lifespan (with emphasis on birth through early adulthood) as influences on the learning process. Includes analysis of theories, empirical research and current issues in human development and learning as applied to school learning. **Graded:** Graded Student. **Units:** 3.0

EDS 249. Special Seminar: School Psychology. Individual projects or directed reading. **Note:** Departmental petition required. **Graded:** Credit / No Credit. **Units:** 1.0 - 3.0.

EDS 299. Special Problems. Individual projects at graduate level especially for students capable of independent study. **Note:** Departmental petition required. **Graded:** Credit / No Credit. **Units:** 1.0 - 3.0.

EDS 439. Early Fieldwork in School Psychology. Fieldwork experience is designed to allow students to explore roles in public schools and to gain experience in the organization and operation of schools, classrooms, and special services. The field placement allows students to work with pupils in public school settings that offer individual and group counseling; consultation with teachers, parents, and other school staff, and special accommodations for students with special needs. Students will work under the supervision of a credentialed school psychologist or school counselor at local school sites. A faculty supervisor from the School Psychology Training Program will work closely with students and field supervisor. **Note:** May be repeated for credit. **Prerequisite:** Satisfactory completion of first year coursework. **Graded:** Credit / No Credit. **Units:** 1.0 - 10.0.

EDS 439A. Early Fieldwork in School Psychology. Fieldwork experience is designed to allow students to explore roles in public schools and to gain experience in the organization and operation of schools, classrooms, and special services. The field placement allows students to work with pupils in public school settings that offer individual and group counseling; consultation with teachers, parents, and other school staff, and special accommodations for students with special needs. Students will work under the supervision of a credentialed school psychologist or school counselor at local school sites. A faculty supervisor from the School Psychology Training Program will work closely with students and field supervisor. **Note:** May be repeated for credit. **Prerequisite:** Satisfactory completion of first year coursework. **Graded:** Credit / No Credit **Units:** 1.0 - 10.0 **Graded:** Credit / No Credit. **Units:** 1.0 - 10.0.

EDS 439B. Early Fieldwork in School Psychology. Advanced fieldwork experience providing the opportunity for students to engage in the following activities: individual and group counseling; consultation with teachers, parents, and other school staff, and assessment of students. Students will work under the supervision of a credentialed school psychologist. A faculty supervisor from the School Psychology Training Program will work with students and field supervisor. **Prerequisite:** Satisfactory completion of first year coursework and EDS 439A **Graded:** Credit / No Credit **Units:** 1.0 -10.0 **Graded:** Credit / No Credit. **Units:** 1.0 - 10.0.

EDS 439C. Early Fieldwork in School Psychology. Ongoing fieldwork experience providing the opportunity for students to more fully develop their skills in: individual and group counseling; consultation with teachers, parents, and other school staff, and assessment of students. Students will work under the supervision of a credentialed school psychologist and a faculty supervisor from the School Psychology Training Program. **Prerequisite:** Satisfactory completion of first year coursework and EDS 439B **Graded:** Credit / No Credit **Units:** 1.0 -10.0 **Graded:** Credit / No Credit. **Units:** 1.0 - 10.0.

EDS 440. Practicum in Individual Counseling/School Psychology. Supervised practice in individual counseling. **Prerequisite:** Approval as a candidate in School Psychology program, approval of advisor, and department petition. **Graded:** Credit / No Credit. **Units:** 3.0

EDS 441. Internship in School Psychology. Directed field study for school psychologists. Supervised experiences are arranged in school psychology. **Prerequisite:** Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition. May be repeated for credit. **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EDS 441A. Internship in School Psychology. Directed field study for school psychologists. Supervised experiences are arranged in school psychology. **Prerequisite:** Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition. **Graded:** Credit / No Credit **Units:** 3.0 - 15.0 **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EDS 441B. Internship in School Psychology. Advanced field study for school psychologists interns. Supervised experiences are arranged in school psychology. **Prerequisite:** EDS 441A **Graded:** Credit / No Credit **Units:** 3.0 -15.0 **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EDS 441C. Internship in School Psychology. Third semester of advanced field study for school psychologist interns. Supervised experiences are arranged in school psychology. **Prerequisite:** EDS 441B **Graded:** Credit / No Credit **Units:** 3.0 - 15.0 **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EDS 441D. Internship in School Psychology. Fourth semester of advanced field study for school psychologists interns. Final semester in which candidates may accrue hours. Supervised experiences are arranged in school psychology. **Prerequisite:** EDS 441C **Graded:** Credit/ No Credit **Units:** 3.0 - 15.0 **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EDS 540. Education Specialist Thesis: School Psychology. Credit given upon successful completion of a thesis approved for the education specialist degree. **Note:** Open only to the graduate students who have been advanced to candidacy for the education specialist degree. Number of units of credit is determined by the candidate's education specialist advisory committee. **Graded:** Credit / No Credit. **Units:** 4.0 - 6.0.

EDS 541. Master's Project: Education/School Psychology (Plan B). Credit given upon successful completion of a project approved for the M.A. in Education/School Psychology option. **Prerequisite:** Advanced to candidacy. **Graded:** Thesis in Progress. **Units:** 4.0 - 6.0.

EDS 542. Education Specialist Project: School Psychology. Credit given upon successful completion of a project approved for the Education Specialist degree. **Note:** Open only to the graduate student who has been advanced to candidacy. Department petition is required. Number of units of credit is determined by the candidate's advisor. **Graded:** Credit / No Credit. **Units:** 4.0 - 6.0.

EDC 210. Multicultural/Ethnic Counseling. Exploration of ethnic and cultural differences to develop or expand awareness, techniques, skills, theories, concepts, and to acquire information necessary to counsel effectively with clients of various ethnic/cultural groups. Students examine their own attitudes, behaviors, perceptions, and biases, and are encouraged to develop their own multicultural approach to counseling. Lecture/discussion three hours. **Prerequisite:** EDC 170 and EDC 171. **Graded:** Graded Student. **Units:** 3.0

EDC 250. Education Research. Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduate programs. **Prerequisite: Graded:** Graded Student. **Units:** 3.0

OPTIONAL PROGRAM ELEMENTS

Degree and Credential Options
At the time of application all prospective students were given two enrollment options. They were the (a) **Pupil Personnel Services (PPS) Credential: School Psychology option**, which is available **only** for students who already have a graduate degree, and the (b) **Specialist in Education (Ed.S.) in School Psychology option**. This option is open to students who do not hold a graduate degree and to those who already hold a Masters level degree and want to earn the more advanced Ed.S. in School Psychology degree.

Students who do not have an advanced degree would earn the M.A. in Education (School Psychology) and Pupil Personnel Services Intern Credential (School Psychology) as a part of their progression toward the Specialist in Education (Ed.S.) in School Psychology degree. If successful, all of these students would earn both their M.A. degree and Pupil Personnel Services Credential: School Psychology (which allows for independent practice as a school psychologist in a public school setting) as a part of completing Ed.S. in School Psychology degree requirements.

Student may opt out of the Ed.S. in School Psychology culminating experience requirements if they choose to do so. These students would then receive only the M.A. in Education (School Psychology) degree and Pupil Personnel Services Credential: School Psychology. This allows for practice in a public school setting as a school psychologist. Students who decide not to pursue the Ed.S. in School Psychology are asked to contact the school psychology program coordinator ASAP so that he or she can notify the Office of Graduate Studies that the M.A. in Education will be the student's terminal degree.

Students who already hold a Masters level degree would earn an Ed.S. in School Psychology degree and a Pupil Personnel Services Credential: School Psychology, but not another Masters. **University policy does not allow granting of a second Masters in the same field**. In other words, a student who already has a Masters degree in Education cannot get a second Masters degree through the School Psychology program. However, a student with a Masters in a field other than Education may receive a second Masters [e.g., someone with a Masters in Social Work would be allowed to earn the M.A. in Education (School Psychology)]. For students who have the option of obtaining a second Masters degree, upon request, a student may be allowed to do so, but are only able to count up to 9 units from their previous Masters toward the new M.A. in Education. **If a student selects this option none of their previous Masters degree units count toward the higher Ed.S. in School Psychology degree**.

As mentioned above, if a student already has a Masters degree and wants to earn a second Masters at CSUS then they can only transfer in 9 units from their prior coursework to this new Masters degree. However, if a student is not getting a second Masters degree and is instead only working toward a new and more advanced Ed.S. in School Psychology degree then they can claim equivalency for up to 40% of their prior course work. In other words, 60% of the course work leading toward an Ed.S. in School Psychology degree at CSUS needs to be taken at CSUS, while a student in the school psychology program. If a student wants to do both another Masters and an Ed.S. in School Psychology, he or she would not be able to count any units transferred and used in the second Masters toward the Ed.S. in School Psychology.

If students are transferring units from their prior educational setting, and they were on a quarter system, attention must be paid as to whether they will have sufficient units to satisfy degree and credential requirements. Transcripts need to be reviewed to determine if two (2) courses are needed to satisfy the needed semester system units, or, alternatively, the student must engage in an independent study (i.e., EDS 299. Special Problems**)** during their CSUS School Psychology program in the area that is deficient in units to make up for the deficiency.

Finally, it is important to note that graduate students have seven (7) years, inclusive of the semester in which they took their earliest courses counted toward their graduate degrees (even if those courses were taken at another university), to complete all requirements for their graduate degree. The end of this seven-year period is determined by adding 14 semesters onto the term of the oldest course listed on the Advancement to Candidacy form (discussed later in this handbook within the "Required Forms" section). For example, if a student began his or her coursework in fall 2015, his or her seven-year deadline would be spring 2022. If a student exceeds his or her seven-year limit, only those courses that are older than seven years are out of currency, and thus expired. At this point, the student may repeat the expired course(s) or request an exception to the seven-year deadline using the Currency Petition form. The form must be signed by the GPSE Branch, declaring that the student has been tested and is current in the course content. Currency is extended on out-of-date courses for one semester only. In requesting currency, the School Psychology Program must sign the petition for currency and attach a copy of the documentation used to establish currency in course content. The Dean of Graduate Studies must approve the petition. If approved, the Office of Graduate Studies would then regard the students as still current in the material for the expired course(s), and effectively retain degree credit for these courses. The Graduate Council has recommended that the Dean of Graduate Studies approve only one (1) semester currency for up to a maximum of six (6) units. Programs may, of course, refuse to reestablish currency for such courses and instead require that the student take replacement courses, or the Program may opt to declassify the student for lack of sufficient progress toward the degree. For more information on the topic of currency go to the following webpage: http://www.csus.edu/gradstudies/CurrentStudents/SevenYearDeadline.html

Private Practice Licensure Options
While the primary focus of the CSUS School Psychology Program is to facilitate the attainment of the credential required to practice as a school psychologist in the public school setting, there are two private practice licensure options that are available to CSUS school psychology students. These licenses, administered by California's Board of Behavioral Science Examiners, allows program graduates to operate an independent private practice.

Licensed Educational Psychologist. The first license is the Licensed Educational Psychologist (LEP). To become an LEP you must complete three years of full time experience (or the equivalent to three years of experience) working as a school psychologist. The three years of required experience may be satisfied as follows:

1. Two years of full time (or equivalent) experience as a credentialed school psychologist in public schools. This experience can be unsupervised and needs to be obtained in the most recent six years from the time a person applies for licensure.
AND
2. A. One year of supervised professional experience in an accredited school psychology program (e.g., the school psychology internship);
Or,
2. B. One year of full time (or equivalent) experience as a credentialed school psychologist in public schools obtained under the direction of a licensed educational psychologist or a licensed psychologist. The experience in 2A and 2B can be older than six years from the time a person applies for examination eligibility.

Example: Susan applies for LEP examination eligibility. The Board receives her application on 4/27/2008. Two years worth of experience as a credentialed school psychologist in the public schools will be accepted if obtained between 4/27/2002 and 4/27/2008 (#**1**). For the additional experience requirement (#**2**), she can claim *either* one year of supervised professional experience obtained in her school psychology program (#**2A**) *or* one year of experience as a credentialed school psychologist obtained under the direction of a license educational psychologist or licensed psychologist (#**2B**).

Once eligible to take the LEP Written Examination, applicants receive a *LEP Written Examination Candidate Handbook*. On the back of this handbook is the deadline by which the applicant must take the exam. An applicant must take the exam at least once a year until he or she passes. Meeting examination deadlines is critical. The Board abandons applications if the applicant fails to sit for the examination by their deadline. To become re-eligible, the applicant would need to re-submit an application for examination eligibility and meet all requirements.

Upon passing the LEP Written Examination, the applicant submits an application for LEP initial licensure. This application will be available at the test site center. Once the Board processes this form, the applicant receives a LEP license number.

Licensed Professional Clinical Counselor. To become a Licensed Professional Clinical Counselor (LPCC) you will need become eligible to register with the Board of Behavioral Science Examiners (BBS) as an Associate Professional Clinical Counselor. To do so you will need a total of 280 hours of counseling/direct client practicum (which is an additional 206 hours beyond what school psychology students get in EDS 440, Practicum in Counseling and Psychotherapy for School Psychologists; EDS 242b, Cognitive Assessment Lab; and EDS 243A/B, Practicum in Assessment) and take two additional courses **before being awarded the M.A. degree** (the BBS does not recognize the Ed.S. degree, consequently training required for Associate registration must be completed before the M.A. degree is awarded, which is typically at the end of the second year and before the school psychology internship). Specifically, before you are awarded a M.A. degree you must complete the following additional requirements (beyond what you would already be completing in the course of your school psychology course work):

1. **Take a total of 206 additional hours of EDS 439A/B**, **Early Fieldwork in School Psychology**. This would be achieved by taking an extra full day (6 hours) of Early Fieldwork beyond the one (1) day per week required for the school psychology internship credential. This would be reflected in your unit course load by signing up for a total of four (4) units of EDS 439A and a total of four (4) units of EDS 439B. These extra fieldwork hours must be focused on counseling and direct work with clients. Again, these hours must be collected as a part of your 60+ unit M.A. degree.
2. **Take EDC 231, Diagnosis and Treatment Planning**. This course must be taken as a part of your 60+ unit M.A. degree. This course must be taken before enrolling in EDC 254.
3. **Take EDC 254, Counseling and Psychotropic Medicine**. This course is offered spring semester only, and must be taken as part of your 60+ unit M.A. degree. Note that EDC 254 lists EDC 231 as a prerequisite.

The two above listed courses are core Counselor Education classes and are thus made available to school psychology students on a space available basis. **After students obtain their M.A. degree and before full LPCC Licensure**, additional requirements that must be met are:

1. Take a 3 unit graduate course in career counseling (www.aatbs.com may have this course; on a space available basis you could also enroll in EDC 260, Career Development to meet this requirement).
2. Take a 3 unit graduate course in addictions counseling (on a space available basis you could enroll in EDC 233, Substance Abuse and Addiction to meet this requirement).
3. Register with the BBS as an Associate Professional Clinical Counselor. You can do this as soon as you complete your career counseling and addictions counseling course work, which theoretically could be during your school psychology internship.
4. Complete a minimum of 3,000 post-degree hours of supervised experience, by a LPCC, LMFT, LCSW, licensed psychologist or licensed physician and surgeon, who is certified in psychiatry by the American Board of Psychiatry and Neurology, over a period of not less than two years, including not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting (which can be a public school wherein the Associate Professional Clinical Counselor provides school psychological services) and 150 hours in a hospital or community mental health setting. Note that LPCC supervisors must have been licensed in California for two years and must also have complete 6 hours of supervision coursework.
5. Obtain a passing score on the National Clinical Mental Health Counselor Examination (NCMHCE), recently adopted as the licensure exam for California LPCCs, and
6. Obtain a passing score on the California LPCC Law and Ethics exam within the first year of registration as an Associate.

How to Become an Associate Professional Clinical Counselor

1. After your school psychology M.A. degree is awarded, and assuming you have met the additional requirements specified above, you will apply to the BBS for registration as an Associate. Once registered, and with the appropriate supervision,

you will be able to begin counting hours towards the 3,000 hour requirement. Associate registration applications are available from the BBS. The application contains an In-State Degree Program Certification Form B.

2. As part of the application process, each applicant will need to submit to the BBS (among other items):
    • A sealed transcript with the posted M.A. degree. You will need to order this from the CSUS Registrar after completing all graduation requirements. It may take 6 weeks to receive this.
    • Proof of Life Scan.
    • A sealed envelope containing a completed and signed In-State Degree Program Certification form.
3. The applicant completes the entire In-State Degree Program Certification Form B, including the box on the top of the page (including the enrollment date, which is the date you took your first course that counted toward your 60+ unit degree program; do not include prerequisite courses) and checking the yes/no boxes. Our program is approved by the BBS, and so all curriculum has already been reviewed. You can check "yes" for all of these questions. Leave the signature blank.
4. Bring the completed In-State Degree Program Certification Form B and a blank envelope to Elizabeth Christian, the Chief Academic Officer's Designee, to sign. Elizabeth's office is located in Eureka Hall, Room 414.

OTHER STATES

Individuals earning a M.A. degree from CSUS (regardless of specialization) who plan to live in a state other than California may meet most or all of the qualifications to become licensed (LPCC or equivalent) in that state after accomplishing the following: (a) completing a post-graduate internship under the supervision of a licensed counselor, and (b) passing the national and/or state counseling licensure examination. For more information on professional counseling licensure in other states, one should contact the American Counseling Association for a list of designated licensing boards for each state.

Additional information regarding the CSUS School Psychology Program elements and how they are consistent with LPCC requirements, as well as further clarification on how to obtain this private practice license is provided in Appendix C: Educational Requirements for the Licensed Professional Clinical Counselor.

GENERAL EXPECTATIONS OF STUDENTS APPLICABLE TO ALL SCHOOL PSYCHOLOGY COURSES

While each course CSUS school psychology students take has their own course specific requirements, there are some general expectations of CSUS school psychology students that are applicable to all program classes. These expectations are summaried below.

Attendance
Interactional learning cannot be duplicated outside the classroom. Students missing more than 2 classes cannot receive an A; students missing more than 3 classes cannot receive a passing grade. Students more than 20 minutes late for any class are considered absent, even if able to attend the rest of the class period.

Cell Phones
At the start of each class students are required to either turn off cell phones (preferred) or, if they need to be available for any emergency phone calls, put phones on silent mode. Students are requied to leave their classroom if they need to respond to an phone call or text.

Computers
Computer use is not allowed (emailing, web surfing) unless it is a directed part of a classroom activity. If a student needs to use their computer for note taking during a class, school psychology students he or she is required to check with the instructor prior to doing so.

Grading
Assigned grades shall be consistent with CSUS grading policy as described in the course catalog.

Late Assignments
All late assignments (as defined in the course syllabi) shall have a minimum of a one full letter grade deduction (i.e., an assignment that might otherwise have been graded a "B" would receive a grade of "C").

Students with Special Needs
Students with a disability and who require accommodations, are asked to provide disability documentations to Services for Students with Disabilities, Lassen Hall 1008, (916) 278-6955. Students are also asked to discuss their accommodation needs with thier instructors after a class meeting or during office hours early in each semester.

Academic Honesty
All students are referred to http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
   a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
   b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.

    c)   Not taking credit for academic work that is not their own.

    d)   Not knowingly encouraging or making possible cheating or plagiarism by others.

Please refer to http://library.csus.edu/content2.asp?pageID=353 for a student tutorial on how not to plagiarize.

Determination of Fitness to Provide School Psychological Services

The faculty of the School Psychology Program is ultimately responsible to the children and families whom our graduates serve. Therefore, it is imperative that program faculty consider the fitness of school psychology students for the job of school psychologist. The CSUS School Psychology Program faculty take this charge very seriously. These considerations require faculty to look beyond academic course work and consider personal characteristics critical to being a successful school psychologist. In selecting candidates for the program, faculty attend closely to these requirements. However, faculty may also 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 community that school psychology serves. Additionally, a student may be required to leave if it is determined that he/she is not qualified for admission to the school psychology profession because of factors other than academic standing. Determination of factors other than academic standing are made in accordance with the National Association of School Psychologists' (2010) *Principles for Professional Ethics* (https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf) and the *Model for Comprehensive and Integrated School Psychological Services* (http://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/2_PracticeModel.pdf).

All school psychology students are asked to sign a form (see Appendix D: Determination of Fitness Acknowledgement Form) documenting their knowledge of faculty's need to make a "determination of fitness" during their first semester in the program. Once signed, these documents are maintained by the School Psychology Program Coordinator.

Should faculty have concerns regarding a candidate's ability to successfully complete the School Psychology Program a Statement of Concern will be written and a Performance Contract developed. As indicated documents will be developed for practical experience settings and/or coursework. The templates for these documents are available for review by contacting the school psychology program and/or fieldwork/internship coordinator.

PROGRAM ADMINISTRATION

The CSUS School Psychology Program is housed within the College of Education's Graduate and Professional Studies group. The Program Coordinator of the School Psychology Program reports directly to the GPSE Branch Chair who, in turn, reports to the Dean of the College of Education. The Dean reports to the CSUS Provost. Faculty, staff, and students have direct access to the Program Coordinator, GPSE Branch Chair, and Dean of the College. The Program Coordinator is responsible for course and staff scheduling, arranging faculty area group meetings, and addressing and coordinating response to student or staff concerns.

The school psychology faculty is a combination of tenure/tenure-track professors and part-time instructors who currently work as public school psychologists. All faculty members have university level teaching experience and (as a part of their community service) are expected to be active in professional organizations. All share in some aspect of program development and coordination. As detailed throughout this Handbook, the program faculty holds authority over matters of curriculum and candidate competency. The faculty meets as needed (but no less than one time each month during fall and spring semesters) to address student concerns, to confer about student needs, and to discuss policy issues related to the program. The faculty meets as needed (but no le to hear student concerns, to confer with students, and to discuss policy issues related to the program.

Grievance Procedures

Grades

Student grievances should be addressed by first approaching the instructor who assigned the disputed grade. If resolution at this level fails, the student should contact the Program Coordinator. If resolution at this level fails, the student should then approach the Graduate and Professional Studies Chairperson, and finally, the College of Education's Dean. Student grievance procedures are described in section 3.8 of the School Policy Folder (available in the GPSE Branch 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 (see http://www.csus.edu/umanual/Acad%20Affairs/Grade_Appeal_Policy.htm for more information).

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 behavior subject to disciplinary action at the campus level.

STUDENT RESOURCES

Bulletin Board

Outside the School Psychology Program faculty Offices, Rooms 225 and 227 in Brighton 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.

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 general program information. It is therefore imperative that all school psychology students join the list and check their e-mail regularly for information. To sign up for the listserv:

1. Send a message from your primary e-mail account to listserv@listserv.csus.edu
2. In the body of the message write:
   subscribe schoolpsych-l Firstname Lastname
   (**note that "l" in "schoolpsych-l" is a lower case "L" not a number "1"**)

   For example, Jane Doe would write the following in an email:

To…	listserv@listserv.csus.edu
Cc…	
Subject	

subscribe schoolpsych-l Jane Doe

NOTE: after graduation you will eventually lose your CSUS email so if you want to continue to be a part of our communications (and you are always welcome to do so) at some point you will want to sign up using a personal email address.

SacLink Accounts

SacLink is the Sacramento State 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. SacLink provides you access to MySacState. However, you MUST have a SacLink account to logon to MySacState (even if you don't use it for anything else). A SacLink account can be established either on or off campus.

Detailed information on setting up a SacLink account is available at
http://www.csus.edu/irt/ServiceDesk/Documents/SacLink/SacLink%20Setup.pdf .

Official university email messages from your instructors and offices such as the GPSE Branch, Office of Graduate Studies, Registrar's Office, and Financial Aid will be sent to your SacLink account. Therefore, it is essential that you check this account frequently as many messages require timely response.

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. Through the Association, first year school psychology students are given opportunities to be paired with second year mentors for guidance on such issues as class selection, program policies and expectations, and moral support. Meetings and social gatherings are open to both students and instructors. Many of the liaisons developed through the Association form a network for professional life.

Professional Organizations

Professional organizations for School Psychologists exist at the state, national, and international levels. Student membership in the follow associations is encouraged.

California Association for School Psychologists
1020 12th Street, Suite 200
Sacramento, CA 95814
Phone: (916) 444-1595
Fax: (916) 444-1597
www.casponline.org

National Association for School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
Phone: 301-657-0270
Toll Free: 866-331-NASP
Fax: 301-657-0275
www.nasponline.org

American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5500
Toll Free: 800-374-2721
TDD/TTY: 202-336-6123
www.apa.org

International School Psychologists Association
Leidseplein 5, 1017 PR
Amsterdam, The Netherlands
Phone: +31 20 623 3677
Fax: +31 20 625 5979
E-mail: ispacentraloffice@ispaweb.org
www.ispaweb.org

REQUIRED FORMS AND CERIFICATES

Listed below is a summary of required forms for the CSUS School Psychology Program followed by pertinent information and specific prerequisites. The semester(s) indicated as when given forms are due assumes successful completion of school psychology program requirements and full student status. Students should see an advisor for required form due dates if their program has been modified in anyway (e.g., they are enrolled in the program as a part time student). Unless otherwise noted, all forms may be obtained from Graduate and Professional Studies in Education's office in Room 401 of Eureka Hall, or via the GPSE Branch webpage at the following address: http://www.csus.edu/coe/academics/graduate/forms/index.html

First Semester

1. Certificate of Clearance. This certificate is administered through the Credential Analyst's Office (Eureka Hall, Room 414) and **should be taken care of this semester if not before** students formally start the program. All students must obtain a Certificate of Clearance issued by the Commission on Teacher Credentialing (CTC) to obtain a Pupil Personnel Services Credential: School Psychology. California residents must apply for their Certificate of Clearance online.

    a. **First Step**
        i. Go to: www.ctc.ca.gov
        ii. Put the cursor over "Prospective CA Educators" in the center
        iii. Underneath click on "How to Apply." Scroll down to "Certificate of Clearance" and follow instructions. Click on "Livescan 41-LS form." Print three copies of this form.
        iv. Get LiveScanned at one agency, for example:
            • The Department of Justice (DOJ), 4949 Broadway, Sacramento, CA (916) 227-3354, Rolling Fee: $10.00. First come, First serve basis: Hours: 7:30am to 4:00pm
            • Sacramento State University Police Department, (916) 278-6851 Rolling Fee: $10.00. By appointment only. Or for a referral to a LiveScan service operator in your area, go to the link "Click here for a listing of LiveScan locations."
        v. Pay Fees: $32.00 DOJ + $19.00 FBI + Rolling Fee (fees subject to change without notice) payable by cashier's check or money order to the appropriate agency. The rolling fee is determined by the fingerprinting agency.
    b. **Second Step**
        i. Go to same page as above: www.ctc.ca.gov/credentials/how-to-apply.
        ii. Proceed with "c." - "Online Direct Application Site. **Under "General Credential Selection" for Credential Title-Select from the List below," choose "Certificate of Clearance," the 4th one from the top.**
        iii. Before continuing to the fee payment page, print the "Summary, Oath & Affidavit" page.
        iv. Pay Fee of $29.50 online
        v. Print the confirmation page
        Both Steps Must Be Completed To Process Your Certificate Of Clearance. Please keep copies of all paperwork submitted for your personal records.

End of Second Semester or Beginning of Third Semester
2. Advancement to Candidacy. The Advancement to Candidacy forms must be filed no later than **October 1** of the 3rd semester. Each student working toward a graduate degree (M.A. in Education and/or Ed.S. in School Psychology) must file an application for Advancement to Candidacy, indicating a proposed program of graduate study and specifying any course equivalencies that were granted by the school psychology faculty.

This procedure should begin as soon as the classified graduate student has: (a) removed any deficiencies in Admission Requirements (e.g., completed any missing program prerequisites), (b) completed at least 24 units at the 200 level in the school psychology program with a minimum 3.0 grade point average, and (d) successfully met the first step of the Graduation Writing Assessment Requirement (GWAR; go to www.csus.edu/gradstudies/currentstudents/gwar.html for more information on this requirement).

For students who do not already have a Masters degree, this application would result in them being given M.A. in Education (School Psychology) candidate status. Once these students complete their M.A. they are automatically advanced to candidacy for the Ed.S. in School Psychology degree (there will be no need to file a second Advancement form). School Psychology faculty will note which students already have a Masters, and alert Office of Graduate Studies staff that these students should be advanced immediately to Ed.S. in School Psychology candidacy without the posting of the M.A. in Education (School Psychology) degree. This is necessary as it is typically the posting of the M.A. in Education (School Psychology) that triggers advancement to Ed.S. in School Psychology.

Beginning of the Third Semester
3. Reservation for EDS 249 (Special Seminar: School Psychology) or EDS 541 (Masters Project). Due by **November 1**, this form is required to be enrolled in the units that lead to the M.A. in Education (School Psychology) degree. Most students opt for the Masters Exam option offered only in the spring semester. If selecting the Masters Project option, students must first contact a faculty member and ask them to be a project committee chair if enrolling in EDS 541. For more information on these two culminating experience options refer to the "Options for Culminating Experience" section. The reservations form is found at https://csus.co1.qualtrics.com/jfe/form/SV_eaKXpDMGbdRChBX . It may take several weeks for the reservation process to be completed so it is recommended that you start it at the very beginning of the third semesters (do give plenty of time for the process to be completed).

Beginning of Fourth Semester
4. Application for M.A. in Education (School Psychology) Graduation. This form is found at www.csus.edu/gradstudies/forms/graduation_diploma_forms/graduation_application.pdf. It must be submitted to the Office of Graduate Studies by **February 1st** for spring (May) or summer graduation. Students must have approved Advancement to Candidacy forms (see form number 2 above) on file in the Office of Graduate Studies before submitting an Application for Graduation. More specifically, for most full time students, no later than February 1st of the 4th semester he or she would apply for M.A. in Education (School Psychology) degree graduation. Upon

completion and posting of the M.A. degree to their transcripts the Office of Graduate Studies automatically advances these students to candidacy for the Ed.S. in School Psychology.

5. Reservation for EDS 239 (Education Specialist Seminar). This is automatically completed for your after completion of your Masters degree. However, if you are **not** going on to get your Ed.S. degree, and your highest degree will be your Masters degree, let the School Psychology Program Coordinator know this by **March 1**. The coordinator will, in turn, inform the Office of Graduate Studies of this decision.

End of the Fourth Semester

6. Credential Request Form. At the conclusion of the fourth semester and assuming that all courses have been passed with a grade of B- or higher (with a minimum overall GPA of 3.0), that the *Praxis Series*® School Psychologist examination has been taken and passed (as of May 2017 the passing score is 147), and the final Early Fieldwork Evaluation form indicates readiness for the internship, and with the approval of the school psychology faculty, students are informed via email that they are eligible for the School Psychology Internship Credential. At that time it is appropriate for them to complete a Credential Request Form (available at www.csus.edu/coe/offices-services/aero/recommendation/assets/037.credential_request_form.pdf) and to contact Credentials Analyst in Eureka Hall, Room 414.

Beginning of the Fifth Semester

7. Reservation for EDS 540 or 542(Education Specialist Thesis or Project). Due by **October 1**, this form is required to be enrolled in the units that lead to the Ed.S. in School Psychology degree option's culminating experience. Students who plan to complete their thesis or project in one semester should enroll for six units. Students must first contact a faculty member to be project or thesis committee chair before submitting the reservation form. For more information on these two culminating experience options refer to the "Options for Culminating Experience" section. The reservations form is found at https://csus.co1.qualtrics.com/jfe/form/SV_eaKXpDMGbdRChBX . It may take several weeks for the reservation process to be completed so it is recommended that you start it at the very beginning of the third semesters (do give plenty of time for the process to be completed).

Beginning of Sixth Semester (Ed.S. in School Psychology)

8. Application for Ed.S. in School Psychology Graduation. This form is found at www.csus.edu/gradstudies/forms/graduation_diploma_forms/graduation_application.pdf. It must be submitted to the Office of Graduate Studies by Submit by **February 1st** for spring (May) or summer graduation. Students must have approved Advancement to Candidacy forms (see form number 2 above) on file in the Office of Graduate Studies before submitting an Application for Graduation. More specifically, typically no later than February 1st of the 6th semester (the last semester of the school psychology internship), students who have successfully completed their first semester of internship, who have successfully completed the Education Specialist Seminar (EDS 239), and who anticipate completing their Ed.S. in School Psychology Thesis or Project by the end of the 6th semester would apply for Ed.S. in School Psychology graduation. If a student decides to not complete the Ed.S. degree requirements, and thus does not apply for Ed.S. in School Psychology graduation, he or she must notify the School Psychology Program Coordinator as soon as possible. At that point a memo, to be written by the Program Coordinator,

to the Dean of Graduate Studies, indicates the student is not going to progress beyond the M.A. in Education (School Psychology) degree option.

End of the Sixth Semester
9. PPS: School Psychology Coursework Completion Form. This form (AKA "Program Planning Sheet") lists school psychology coursework/equivalencies required for the School Psychology Credential. The date the course requirement was met, units completed, and identification of any waived or equivalent courses must be completed. After the Credential Completion Form is approved by the student's School Psychology Advisor, it is to be attached to the following two forms (10 and 11), and turned into the Credential Analyst's Office (Eureka Hall, Room 414).
10. Checklist for Clear Pupil Personnel Services Credential Application. Available at http://www.csus.edu/coe/offices-services/aero/recommendation/assets/019.checklist_PPS.pdf
11. Credential Request Form. Available at www.csus.edu/coe/offices-services/aero/recommendation/assets/037.credential_request_form.pdf

Required Certificate/Credentials
Certificate of Clearance
> This certificate is required before any individual is allowed to work in the schools. Therefore, it is important to begin this process as soon as possible. Details on applying for this certificate are discussed above. In addition, the Credentials Analyst's office (Eureka Hall, room 414, 916-278-4567) can assist you with this process.

School Psychologist Internship Credential
> Before beginning an internship, students need to be approved for an Internship Credential. This process is handled through the Credentials Analyst's office in Eureka Hall, room 414. Students need to have completed course work, passed the *Praxis Series®* School Psychologist examination, have satisfactory early fieldwork evaluations, and have approval of all program faculty before they can receive an Internship Credential. There is an application fee for this credential.

Pupil Personnel Services (PPS Credential: School Psychology
> This credential is also administered through the Credentials Analyst's office. Credential applications should be completed following the successful completion of the school psychology internship. There is an application fee for this credential.

OPTIONS FOR CULMINATING EXPERIENCE

Masters of Arts (M.A.) in Education (School Psychology):
In addition to successfully completing all applicable coursework, to earn the M.A. in Education (School Psychology) degree, degree candidates must complete one of two culminating experiences (Plan B or Plan C). Faculty judge both options to be rigorous and consistent with culminating experience requirements. These experiences are designed to assess the ability to engage in scholarly activities consistent with both the practice of school psychology and the academic rigor associated with a graduate degree. Each experience has a slightly different focus. Following are descriptions of both options:

1. <u>M.A. in Education (School Psychology) Comprehensive Examination (Plan C).</u> According to the California Code of Regulations: Title 5 Education, Section 40510:

    A comprehensive examination should test the range of subject matter covered in the student's graduate program. The department may opt for an examination that is written, oral, or a combination of written and oral. Ordinarily the examination will be given in the student's last semester before the student plans to receive the degree, and in no instance can a student who has not been advanced to candidacy take the examination. At least three examiners must certify to the success or failure of the student in the examination, and the results of the examination must be submitted promptly to the Dean for Graduate Studies on the "Report of Comprehensive Examination" form. A simple majority determines whether the student has passed or failed.

Degree candidates opting to participate in the Comprehensive Examination as their culminating experience are required to pass two separate examinations. Typically, the *Praxis Series®* School Psychologist examination is taken first, sometime during the final (typically fourth) semester before the school psychology internship begins (Note: passing this exam is also a requirement that must be met before the student is released to the internship). However, because the Praxis Series® School Psychologist examination is offered at several different times throughout the year it is appropriate to take this test after the Masters Case Study examination described below. Guidance on preparing for this element of the Comprehensive Examination is offered on the NASP website (e.g., http://apps.nasponline.org/resources-and-publications/podcasts/podcast.aspx?id=252; and http://www.nasponline.org/publications/periodicals/communique/issues/volume-43-issue-3/preparing-for-the-praxis-a-review-of-study-resources).

The second part of the Comprehensive Examination requires degree candidates to enroll in EDS 249, *Special Seminar: School Psychology,* and take a Case Study Examination. EDS249 is offered during spring semester of what is typically the second year for full time students (Note: passing this exam is NOT a requirement that must be met before the student is released to the internship). As part of EDS 249 degree candidates meet with a core school psychology program faculty member and other school psychology students, and engage in activities designed to prepare them for the Case Study Examination element. At the end of the semester degree candidates who meet the requirements of EDS 249 are allowed to take the five (5) hour Case Study examination during which they respond to case study data and demonstrate their ability to apply the empirically supported psychoeducational assessment practices that have been disseminated throughout the school psychology program. In particular, this element assesses

mastery of concepts taught and practiced in EDS 248, 242a, 242b, 244, 243a, 247, 243b, and 439b. The purpose of the exam is to assess degree candidates' understanding of how to apply school psychology principles and knowledge to practice.

Because all CSUS school psychology students are already required to pass the *Praxis Series®* School Psychologist examination to be eligible for the school psychology internship, most students select this option. However, students selecting this option should keep in mind that according to the CSUS Catalog:

> *...a student may repeat the examination once after a failure, provided that at least four calendar months have lapsed since the previous examination. A third trial is not allowed unless extreme extenuating circumstances are demonstrated by the department to the Dean for Graduate Studies and the culminating experience option cannot be changed once the initial examination has been administered.*

2. <u>M.A. in Education (School Psychology) Project (Plan B).</u> Degree candidates opting for this experience enroll in EDS 541, ***Master's Project: Education/School Psychology***, generally during the first and/or second semester(s) of the second year for full-time degree candidates. It is reasonable to expect that students will need two semesters to finish a project (however, it can be completed in one semester and if such is the case, students should enroll in 6 units of EDS 541 for the semester during which they complete their work). According to the California Code of Regulations: Title 5 Education, Section 40510 a project is:

> *A significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation.*

In the CSUS School Psychology Program projects require a scholarly approach to a practical problem. For example, students may develop a curriculum or handbook as part of a project. To do so, they would need to review the literature and provide background information on their project (e.g., importance, purpose, rationale, methods) in APA format. This option allows students to develop something that is of practical use to the field. Because all CSUS school psychology students are already required to pass the *Praxis Series®* School Psychologist examination to be eligible for the school psychology internship, most students do not select this option.

Deciding which option is best
For the reasons specified above, we expect that most students will opt for the Comprehensive Exam as a culminating experience. Students are advised to consult with an advisor if they have questions about which option (Plan B or Plan C) to select.

Specialist in Education (Ed.S.) in School Psychology

In addition to successfully completing all applicable coursework, to earn the Ed.S. in School Psychology degree students must complete one of two culminating experiences. These experiences are designed to assess the ability to engage in scholarly activity. Each experience has a slightly different focus. Following are descriptions of both options:

1. Ed.S. Project. Students opting for this experience first enroll in EDS 239, *Education Specialist Seminar*, which explores leadership roles of school psychologists. It does so by having students complete a literature review that will later serve as the foundation Chapter 2 of the Ed.S. Project. Subsequently, students enroll in EDS 542, *Education Specialist Project: School Psychology*, generally during second semester of the third year (also known as the internship year). Because this work is typically completed in one semester students are encourage to enroll in EDS 542 for six (6) units. Again, according to the California Code of Regulations: Title 5 Education, Section 40510 a project is defined as:

> *A significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation.*

In the CSUS School Psychology Program projects require a scholarly approach to a practical problem. For example, students may develop a curriculum or handbook as part of a project. To do so, they would need to review the literature (a task facilitated by the successful completion of EDS 239) and provide background information on their 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 students to develop something that will be of practical use to the field. Projects can be done alone or in collaboration with other students.

2. Ed.S. in School Psychology Thesis. Students opting for this experience first enroll in EDS 239, *Education Specialist Seminar*, which explores leadership roles of school psychologists. It does so by having students complete a literature review that will later serve as the foundation for Chapter 2 of the Ed.S. in School Psychology Thesis. Subsequently, students enroll in EDS 540, *Education Specialist Thesis: School Psychology,* generally during second semester of the third year (also known as the internship year). Because this work is typically completed in one semester students are encourage to enroll in EDS 540 for six (6) units. According to the California Code of Regulations: Title 5 Education, Section 40510 a thesis is:

> *The written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished project [product] evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.*

In the CSUS School Psychology Program theses require students to have a specific question they wish to address via a qualitative and/or quantitative investigation. As part of a thesis a student most likely collects and analyzes data to provide information regarding a scholarly question that they have posed. A thesis requires the author to engage in a review of the literature (a task facilitated by the successful completion of EDS 239) 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 GPSE Branch guidelines. This option allows students to explore one topic in depth.

Before beginning work on either a thesis or project (i.e., before collecting any data) all students need to go to the "Human Subjects Review for Student Research" web page (http://www.csus.edu/coe/informationfor/human-subjects/). From a review of this web page and its "exempt decision tree" they determine if the thesis or project is "student exempt research" and so indicate on the required form. Some research projects do not meet the federal definition of research reviewable by the human subjects committee. Research projects that do NOT involve; (a) **interaction** or **intervention** with people, or (b) obtaining private, individually identifiable information about living individuals are not required to be reviewed. If this is the case, fill out the **student exempt form** and submit that to the College Research Review Committee (CRRC) chair. Please note that many research projects involve interaction or intervention while collecting data; these projects must be submitted and approved by the CRRC.

If the project is not exempt the student must go complete a Human Subjects Research Application found in the Human Subject Research Page (http://www.csus.edu/research/irb/resources.html).

Deciding which option is best
Students are advised to consult with an advisor if they have questions about which option (Project or Thesis) to select.

When to Enroll
For the M.A. in Education (School Psychology), students must complete a reservation form for EDS 249 or EDS 541 in the semester prior to taking these courses. **Especially important for students who select the M.A. in Education (School Psychology) Project option (EDS 541), the reservation form requires that students have selected their topic and committee chair. It must be submitted to the** GPSE Branch **office, by the deadline, the semester prior to enrollment.** Prior to enrolling in these courses students also need to have been "*Advanced to Candidacy M.A.*" Advancement to Candidacy forms are completed by students and signed by their faculty advisor. These forms are available in the GPSE Branch office and should be completed toward the end of the program's second semester.

For the Ed.S. in School Psychology students must complete a reservation form for EDS 239 and either EDS 540 or 542 in the semester prior to taking these courses. For EDS 540 or 542 the reservation form requires that students have selected their topic and committee chair. It must be submitted to the GPSE Branch office, by the deadline, the semester prior to enrollment. Prior to

enrolling in these courses students also need to have been "Advanced to Candidacy Ed.S.," which should happen automatically after completion of the M.A. in Education (School Psychology) degree. For students who already have a graduate degree and are earning only the Ed.S. in School Psychology degree, Advancement to Candidacy forms are completed by students and signed by their faculty advisor. These forms are available in the GPSE Branch office and should be completed toward the end of the program's second semester.

Continuous Enrollment
Continuous Enrollment (599) is a place holder (there are no units attached), which allows students access to the library services on campus without paying full tuition. This option is ONLY available to students who no longer require significant time from their advisor and only with faculty permission. Students **do not enroll** Continuous Enrollment (599). Students must have their continuous enrollment form signed by the GPSE Graduate Coordinator and will then submit the completed form and payment (check, money order, or cashier's check only) to the Office of Graduate Studies (OGS). OGS will verify continuous enrollment eligibility and submit the form to the College of Continuing Education (CCE) who will enroll the student in 599 and process the check/money order payment.

Students who choose to pay by credit/debit card, will submit the signed Continuous Enrollment form to OGS without payment, after CCE enrolls the student in (599), student will have 14 days to pay electronically from their MySacState student service center. It is the student's responsibility to monitor 599 enrollment and make the appropriate payment on time to avoid being dropped. For fall 2016, continuous enrollment deadlines were September 12, 2016 ($281 fee); October 31, 2016 ($306 fee; a $25 late fee is accessed after September 12, 2016)—this the last date to submit continuous enrollment for fall 2016. The Continuous Enrollment form can be found at:
http://www.csus.edu/gradstudies/forms/academic_curriculum/continuous%20enrollment%20form.pdf.

EARLY FIELDWORK AND INTERNSHIP

This section 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. This section 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. In addition, attached to this document is the California Association of School Psychologists (CASP) Position Statement Regarding Internship Placements.

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 requires you to complete a minimum of *four units* of fieldwork (two units per semester). 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 (See Appendix E) will be used to document field placement hours and types of experiences. Appendix F offers the expectations form used to clarify school psychologist fieldwork, University, and participating institution (the district, county office, or agency) program responsibilities. A total of **200 hours** is required. Some of the placements pay a stipend; however, this is not a requirement. (Note: when combined with practica experiences a total of 450 hours is required before beginning the internship).

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 (Appendix G) 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. Your internship must include eight hundred (800) clock hours in a preschool-grade 12 school setting providing direct and indirect

services to pupils. Up to four hundred (400) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities. Appendix H provides a sample of the letter of support required before an institution can offer an internship. Appendix I offers the expectations form used clarify school psychologist intern, University, and participating institution (the district, county office, or agency) program responsibilities.

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 (See Appendix J). 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 ensure that students attain desired competencies and explore a variety of different responsibilities.

A field-based professional holding a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist typically provides intern supervision. Your primary supervisor must have at least the equivalent of two (2) years of full-time experience as a school psychologist. A field experience placement site is approved by the candidate's credential-granting institution and provides experiences that are consistent with the credential granting institution's training objectives. In those few instances when an appropriate field experience site is located outside of California, the field experience site supervisor must be a Nationally Certified School Psychologist, or a graduate of a program approved by the National Association of School Psychologists.

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 and work in a variety of field settings. The four basic field settings include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected at the conclusion of your fieldwork and internship experiences you will have had experiences in three (3) of these four (4) settings. A minimum of 150 hours is required for the second and third field settings when combining all fieldwork and internship experiences. 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 GPSE Branch office.

2. File a *Petition to Enroll in Fieldwork* or *Petition to Enroll in Internship*. Do this the semester prior to field placement in the GPSE Branch office.

3. Obtain a *Certificate of Clearance/Credential Application* from the Education Student Service Center in the Education Building, Room 216. 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.**

4. 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.**

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* (Appendix I) or a *Fieldwork Evaluation Form* (Appendix J). These forms allow your supervisor to evaluate your progress in many areas. This form should be filed along with 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. 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.

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.

CASP POSITION STATEMENT REGARDING INTERNSHIP PLACEMENTS

The CASP Board acknowledges the critical importance of the internship as the culminating fieldwork experience of school psychology trainees. The internship provides a unique opportunity for school psychology candidates to demonstrate field-based competence in the learning goals of their respective training programs. As such, it is important that internship placements provide experiences that allow candidates to engage in a variety of activities utilizing the skills and knowledge they have developed in their training programs. Such skills and knowledge cover a wide range of competencies as outlined in the program standards from both the California Commission on Teacher Credentialing (CCTC) and the National Association of School Psychologists (NASP). Standards from CCTC and NASP require candidates to engage in a variety of activities related to the multiple areas of competency they are developing.   In addition, the CASP Internship Manual stresses the importance of a broad range of experiences (California Association of School Psychologists Internship Task Force) during the internship. These statements include the following.

- ❑ *School psychology candidates have the opportunity to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation outlined in these standards and the goals and objectives of their training program* (NASP, 2000)
- ❑ *(c) provision for participation in continuing professional development activities; (d) release time for supervision; and (e) a commitment to the internship as a diversified training experience* (NASP, 2000)
- ❑ *During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training* (CCTC, 2001).
- ❑ Competencies identified by CCTC that must be included in training school psychologists are broad and include areas relevant to all PPS programs (e.g. *knowledge of family-school collaboration, socio-cultural competence, comprehensive prevention and early intervention for achievement, consultation, human relations*) and areas of training specific to school psychology. Professional skills and training identified by CCTC which should be demonstrated during an internship (as noted above) include: *collaborative consultation; wellness promotion, crisis intervention and counseling; individual evaluation and assessment; program planning and evaluation; and research, measurement and technology* (CCTC, 2001)
- ❑ *Seek a broad range of experiences for the intern, even if it is not within the typical assignment of school psychologists in the district* (CASP, 2001).
- ❑ *…develop a viable internship plan that addresses the CTC school psychology training standards* (CASP, 2001).

❑ CCTC Standards also note the importance of experience in more than one setting. Specifically, candidates are to have a minimum of 200 hours field experience (including practica and internship) in two of the following settings: preschool, elementary, middle school, high school.

To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. The CASP Board recognizes that individual assessment (including traditional psycho-educational evaluation, progress monitoring, and participation in school-wide testing) is perceived as a critical role for school psychologists and may likely constitute a significant portion of an internship. At the same time, the Board supports internship placements that adhere to the above guidelines by providing candidates with the opportunity to engage in an appropriate blend of direct and indirect services such as collaboration, consultation, intervention planning, crisis intervention, counseling, and program evaluation. These activities should involve, when appropriate, general and special education students. The Board also recognizes that during an internship the psycho-educational evaluation process may be more time consuming than for experienced school psychologists. This fact should be considered when determining intern workload assignments. To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. According to CCTC Standards, for each intern, a written plan *is prepared and agreed upon by the local educational agency* (CCTC, 2001). This plan can serve as a useful vehicle for clearly delineating the training goals for individual students. Finally, the CASP Board suggests that trainers and districts refer to the CASP Internship Manual for further guidelines in designing successful internship experiences.

References:

California Association of School Psychologists Internship Task Force (2001). *School Psychology Internship Manual; 2nd Edition*. CASP.

California Commission on Teacher Credentialing (2001). *Standards of Quality and Effectiveness for Pupil Personnel Services Credentials*. Available at www.ctc.ca.gov

National Association of School Psychologists (2000). *Standards for Training and Field Placement Programs in School Psychology*. Available at www.nasponlineorg

SCHOLARSHIPS AND FINANCIAL AID

The College of Education offers a variety of scholarships and students are encouraged to go to http://www.csus.edu/coe/scholarships-grants/ for more information about these and other financial aid resources. However, three scholarships in particular are dedicated for school psychology students. The following provides brief summaries of the school psychology program scholarships.

Capital Region School Psychologists Association Scholarship

Amount	Eligibility	Supplemental Materials
Variable	1. good academic standing 2. must be a graduate student who is a candidate for a School Psychology Credential 3. must be enrolled at time of award	Submit a minimum 300 word essay describing how the use of these funds will benefit your future professional practice as a school psychologist. Include a listing of academics, employment, extracurricular experiences and achievements.

Clarence "Cotton" Johnson Memorial Scholarship

Amount	Eligibility	Supplemental Materials
$300	1. minimum 3.0 overall GPA; 2. limited to students accepted or enrolled in the Masters of Science in Counseling, School Psychology, or the School Psychology Credential; 3. financial need not required; 4. may be enrolled full or part time 5. must be enrolled at time of award	Submit a minimum 300 word essay describing how the use of these funds will benefit your future professional practice as a school psychologist. Include a listing of academics, employment, extracurricular experiences and achievements.
About the Sponsor	Clarence "Cotton" Johnson grew up in Davis, CA and, after high school, joined the Marines to serve in the South Pacific. Cotton was an avid student of military history and displayed the "Semper Fi" on every car and boat he owned. He attended Sacramento Community College and Sacramento State in its fledgling years when the campus was downtown. He helped break ground at the new site on the American River. He received his Ph.D. from Stanford. Cotton had a very productive career. For 12 years he was a School Psychologist and Director of Special Education Services for Sacramento County Superintendent of Schools. In 1966, he joined the faculty of Sac State where he directed many programs and projects. Cotton loved sailing and boating and, because of his love for the water, served with the Coast Guard auxiliary. He was also a prolific and talented artist. Cotton is remembered as a person who demonstrated leadership in the field and made significant contributions. He was a pragmatic visionary who was	

	action-oriented. He is remembered as a person who would often get straight to the point, identify what needed to be accomplished, and then initiate the measures to get it done.
	The Clarence "Cotton" Johnson Memorial Scholarship will be given to that student who exhibits strong leadership qualities, the capacity for successful collaboration with colleagues, and the ability to bring out the best in people.

Gale Beeman Scholarship

Amount	Eligibility	Supplemental Materials
Variable	1. must be in good academic standing; 2. must be accepted or enrolled in the School Psychology program; 3. financial need may be considered but is not required; 4. may be enrolled full or part time; 5. must be enrolled at time of award;	Submit a minimum 300 word essay describing how the use of these funds will benefit your future professional practice as a school psychologist. Include a listing of academics, employment, extracurricular experiences and achievements.
About the Sponsor	Gale Beeman was born October 18, 1911 in Portland, Maine. She grew up in Hawaii, where her father was principal of Maui High School, and in Burlingame, although she later lived over 50 years in Sacramento. Gale completed the coursework for her bachelors degree at Mills College, University of Arizona and San Jose State, with a collection of courses her advisors warned her would never lead to employment. She received her masters degree from Stanford University. Gale worked as the Supervisor of Speech and Guidance in the Burlingame Schools, using her speech and teaching credentials and overseeing remedial reading. She was the first school psychologist in the Sacramento City Schools, and we suspect she may have been the first school psychologist in California, following 1948 legislation creating the credential and the role, to regulate the placement in classes for students with mental retardation. Gale Beeman never married or had children and never used the title Ms. but it certainly would have suited her. Her accomplishments were such that clippings in her scrapbook sometimes refer to her as Dr. Beeman although she did not complete her PhD. She did, however, explore a plethora of other interests, including international travel, oil painting, writing poems, creating a children's board game, and attempting to patent a chemical substance the purpose of which has been lost. She built much of her second home in Tahoe	

| | by hand. To top all this off, Gale got her Screen Actors; Guild card while in her 70's and appeared in a few commercials, plus a 1987 movie.

Gale passed away in November of 2005 and was buried on a windy hillside in Colma, California. Her family considers her a Renaissance Woman and is proud that she chose to bequeath a scholarship to the School Psychology Program at Sacramento State. |

RULES FOR SCHOOL PSYCHOLOGY

Rules for School Psychology
By Stephen E. Brock, NCSP

In this paper I will share with you my personal "Rules for School Psychology," which are the product of almost 20 years of school psychology practice and over a decade of experiences training new school psychologists. These are nothing new or earth shaking, but as you begin your school psychology graduate education, I thought it important to share my "rules for school psychology" with you.

Rule 1. Focus on student needs.
- *Student needs dictate my recommended interventions, not what is desired by adults.*

Especially as a young 25-year-old school psychologist, I think I may not have had this rule clearly in mind. As a result, at times I found myself challenged when trying to wade through the sometimes divergent views of parents and my fellow educators. This remained the case until it became clear to me that while relevant, the needs of adults (e.g., parents, teachers, administrators) were never the bottom line. If I wanted to sleep soundly at night I needed to ensure that my recommendations were student centered. It was one thing to have adults mad at me because of my recommendations, but it was entirely something different if, in an effort to pacify and angry parent or educator, I made a recommendation that I did not feel was primarily focused on the student's needs. That caused me to lose sleep at night. With attention to this rule, an angry administrator, parent, or teacher (while still not pleasant) did not.

Rule 2. There is no such thing as bad data.
- *However, I can make bad data interpretations.*

From time to time my fellow school psychology colleagues, and now my graduate students, have come to me and said something to the effect of: "This data is a mess, it's bad." We all know what the psychologist means when he or she utters these words. Typically, they are referring to the fact that an obtained test score is judged to be an invalid estimate of a student's true skills or abilities (or the construct the assessment tool purports to measure). However, over time, as I reflected on my own cases wherein I obtained scores judged to be poor estimates, I realized that they nevertheless had interpretive value. It was not my "score" that was potentially flawed rather it was my interpretation of that statistic that could be labeled "bad." For example, consider the achievement test scores generated by the student who had very poor motivation, was extremely impulsive, and/or inattentive. While likely not a reflection of the construct the test purports to measure (i.e., academic skill level), such results told me a lot about the effect of the observed behavior on academic functioning. To the extent observed test taking behaviors are displayed in other learning environments (which they typically are) they tell me a lot about how, and to what degree, they affect student performance.

Rule 3. Look for information that guides interventions.
- *Truly meaningful data about a student provides me with guidance that leads to student success.*

The most valuable assessment data provides me with information that generates meaningful intervention guidance. "Interesting" data is not necessarily "meaningful" data. Just because a given test score, observation, or other assessment finding is judged to be significantly different

from the population the student is being compared to, does not mean is should direct my action. I need to always ask "so what?" when evaluating the relative importance of any given assessment finding.

Rule 4. Be prepared to ask difficult questions and deliver bad news.

- *This will make me uncomfortable.*

From time to time I have had to deliver bad news (e.g., "Your child has an intellectual disability"), and ask challenging questions (e.g., is there a family history of mental illness). This will never get easy for me, nor should it. Consequently, over the course of my career I needed to learn to cope with my own feelings when it came to delivering bad news and asking difficult questions. Just because it is difficult for me to ask a teacher hard questions (e.g., "have you implemented the IEP") or to deliver challenging news to a parent (e.g., "your child is having thoughts of suicide"), does not excuse me from my responsibility to do so. I have learned to recognize that asking difficult questions and delivering bad news is an important means to the end of success at school (although it still does and always will make me feel uncomfortable).

Rule 5. Everything is data.

- *There are many ways through which I can understand a student and develop my psychoeducational recommendations.*

Assessment is much more than simply administering tests. To reinforce this fact Dr. Brian P. Leung (of Loyola Marymount University, Los Angeles) offers his school psychology graduate students the "RIOT" acronym, which stands for records, interviews, observations, and testing to help define assessment. However, despite such explicit instruction, for the new school psychology student, who quite literally spends hundreds of hours learning to use psychological tests and measures, there is an understandable tendency to place too much stock in obtained test scores. After all anything that takes so much time learning how to do must be incredibly important. Correct? And while, in fact, the ability to administer, score, and interpret psychological tests is part of what makes the school psychologist special, it is essential that I not view them as the only data source. In fact, there will be instances wherein the obtained test scores are not the most important result. For example, behavior while taking a psychological test often tells me just as much, if not more, about the student than any test score. I need to always keep in mind that everything I collect as I review records, observe students, interview the student and his/her significant others, and administer psychoeducational tests is a potentially powerful data source and consequently should not be ignored or overlooked. Testing is a part of the assessment process; it is not all there is to assessment.

Rule 6. Statistics do not dictate actions.

- *Tests don't make psycho-educational recommendations, I do!*

Rule 5 directs me to recognize that "everything is data." And complementing that rule, I also argue that that the results, numbers, or statistics, obtained from any assessment measure are in and of themselves meaningless. It is my interpretation of these data that is informative. Without a competent psychologist to make interpretations, the results of any assessment are not just meaningless they are dangerous. For example, in the case of an ID evaluation, just because an obtained score falls two standard deviations below the mean does not automatically identify a student as a person with an intellectual disability. Similarly, just because an obtained IQ score is above 70 does not necessarily rule out this eligibility determination. Factors such as the

measures' standard error of measure, the nature of the standardization sample and, in the case of an IQ test, the Flynn Effect are among the factors that need to be considered when determining if the student is functioning two or more standard deviations below the current population mean.

Rule 7. Never draw a conclusion from a single data source.

- *I need to look for multiple sources of agreement before coming to any conclusion.*

Most psychoeducational data sources, in and of themselves, do not allow me to generate answers or definitive conclusions. As was suggested in Rule 5, the data I typically use (as I strive to understand a student) are the subject of interpretation. Consequently, I find it essential to never come to a conclusion from any single data source. I recognize the multiple sources of error that can influence any single result and thus look to triangulate different data sources before coming to psychoeducational conclusions.

Rule 8. There is no such thing as an "un-testable" student.

- *There are students for whom my standardized tests are psychometrically invalid.*

Consistent with Rule 2, which asserts that there is no such thing as bad data, my experience has also found that there is no such thing as an "un-testable" student. While there may be instances wherein the statistics or numbers generated by a series of psychoeducational tests do not reflect the constructs the tests purport to measure, this is very different from concluding a student is un-testable. Remember rule #5? Everything is data. Even the psychoeducational assessment finding that is judged to not be "valid" still generates interpretable data. Because there are so many ways (including but not limited to traditional psychoeducational measures) to understand a student, when you get right down to it there is no such thing as an un-testable student.

Rule 9. Earn the privilege of sharing an "expert" opinion.

- *Just because I am a "school psychologist" doesn't mean I will always be listened to.*

The title "school psychologist" gives me some initial credibility with many (but not all) consumers of my services. Consequently, it is important for me to be deliberate about earning the privilege of having my psychoeducational recommendations at least considered and hopefully followed. This often times does not occur right away, and I have found that one of the most effective ways to earn this privilege is listening (and I mean truly listening) to the parents and teachers who are the typical consumers of my recommendations. I have found that when these individuals feel that I have understood what they are telling me, they are much more likely to consider and follow my recommendations.

Rule 10. Strive to give away psychology.

- *My psycho-educational strategies are not covert and should be understood by all.*

Psycho-educational strategies are not covert. My goal is to help teachers, administrators, parents, and students themselves understand learning, learning processes, and how to best ensure student success. Consequently, I view all psychoeducational consultations as teaching opportunities. The more administrators, teachers, and parents I can help to understand the methods behind my recommendations, the greater will be my reach. For when I am successful in giving away school psychology the consumers of my services will increasingly be able to independently meet the learning needs of students, which in turn frees me to work with others.

Rule 11. Be attentive to what students do well.

- *I need to assertively identify student strengths and use this information to guide my recommended interventions.*

I strive to avoid simply telling parents and teachers what a student cannot do. Rather I use psychoeducational data to assertively identify strengths and use such information to guide interventions. Each and every student, no matter how severe their learning challenges, has his or her islands of strength. I need to find and use them.

Rule 12. Always tell students what to do.

- *I need to avoid simply telling students what not to do.*

Consistent with the strength based approach suggested by Rule 11, I also strive to always tell students themselves what it is that I want them to do and avoid simply telling them what they should stop doing. What is the student doing right? What is the student doing well? Each and every student has something that we can celebrate and that will help guide him or her toward greater success at school.

Rule 13. Ask good questions and be a life-long learner.

- *I should never think I have all the answers*

Arguably, school psychologists are among the best-informed class of educators working in the schools. It is my opinion, and granted I may be a bit biased, that the school psychology credential is the most demanding one to earn. That said I always strive to be humble, and never assume that I know it all. There will always be that next new advance that I need to attend to. And if I listen to each and every one of my colleagues (not to mention the parents and students I serve) they can teach me valuable lessons. But such learning will take place if, and only if, I recognize the importance of life-long learning and the fact I will never have all of the answers.

Rule 14. Be a critical consumer of psycho-educational tools and interventions.

- *I strive to use empirically supported tools/interventions, but at the same time remain open to new approaches.*

And finally, while it is important to be attentive to the empirical literature and make use of tools and interventions with documented efficacy, I strive to always be open to the next new discovery. It is important to be a critical consumer of psychoeducational interventions, but I recognize the possibility that today's unproved theory can be (with the appropriate study) tomorrows empirically supported best practice. For example, dyslexia was poorly understood when I was originally trained, yet because of my attention to the literature I was able to give rapid naming and phoneme deletion tasks long before today's well standardized measures of phonological processing were available.

Well that's it. You now know the 14 rules that guide my school psychology practice. I suspect that many of my rules will be consistent with principles that will guide your practice. But I am also sure that there will be other rules that will become important to your school psychology practice, and during our time together.

SCHOLARSHIP AT CSUS

The CSUS School Psychology Program is a specialist level program. As such its primary focus is on the development of applied skills. Nevertheless, the school psychology faculty strives to provide students with opportunities for academic scholarship and is motivated to assist those students who wish to advance to doctoral level studies. Students interested in such scholarship should talk to a faculty member who shares one of their areas of interest. To provide a sense of school psychology program faculty interests, the following list offers books that CSUS School Psychology Program faculty have published:

**Books Published by School Psychology Faculty Members**

Books by Stephen E. Brock, PhD, NCSP, LEP, Professor, Program Coordinator
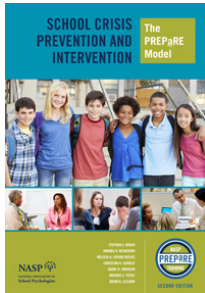
Brock, S. E., Nickerson, A. B., M. Louvar Reeves, C. Conolly, S. Jimerson, R. Pesce, & B. Lazzaro. (2016). *School crisis prevention and intervention: The PREPaRE Model* (2nd ed.)*.* Bethesda, MD: National Association of School Psychologists.
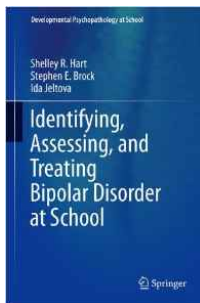
Hart, S., Brock, S. E., & Jeltova, I. (2013). *Identifying, assessing, and treating bipolar disorder at school.* New York, NY: Springer.
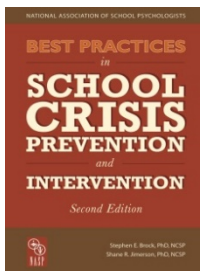
Brock, S. E., & Jimerson, S. R. (Eds.). (2012). *Best practices in school crisis prevention and intervention* (2nd ed.)*.* Bethesda, MD: National Association of School Psychologists.

Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2012). 识别评估和治疗:中小学生创伤后应激障碍 [*Identifying, assessing, and treating posttraumatic stress disorder at school*]. (H. Tingting & X. Qian, Trans.). Beijing, China: China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2009).

Miller, D. N., & Brock, S. E. (2012). 识别评估和治疗:中小学生自伤问题 [*Identifying, assessing, and treating self-injury at school*]. (T. Suquin & H. Zijuan, Trans.). Beijing, China: China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2010).
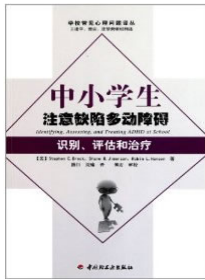
Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2012). 识别评估和治疗:中小学生注意缺陷多动障碍 [*Identifying, assessing, and treating attention-deficit/hyperactivity disorder at school*]. (T. Chuan & S. Yu, Trans.). Beijing, China: China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2009).

Miller, D. N., & Brock, S. E. (2010). *Identifying, assessing, and treating self-injury at school.* New York, NY: Springer.
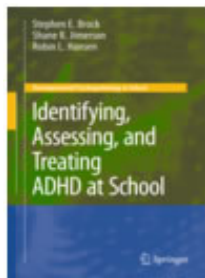
Brock, S. E., Jimerson, S. R., & Hansen, R. (2009). *Identifying, assessing, and treating ADHD at school.* New York, NY: Springer.
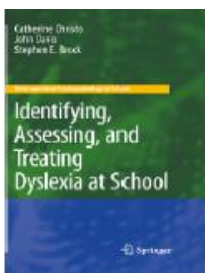
Christo, C., Davis, J., & Brock, S. E. (2009). *Identifying, assessing, and treating Dyslexia at school.* New York, NY: Springer.
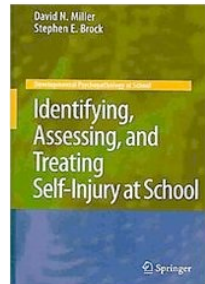
Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R., & Feinberg, T. (2009). *School crisis prevention and intervention: The PREPaRE Model.* Bethesda, MD: National Association of School Psychologists.
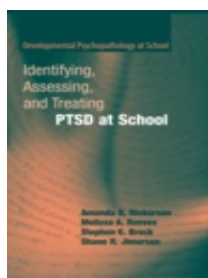
Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2009). *Identifying, assessing, and treating PTSD at school.* New York, NY: Springer.
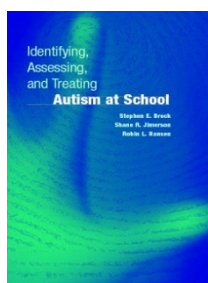
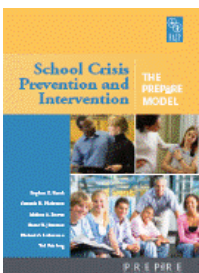Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2006). *Identifying, assessing, and treating autism at school.* New York, NY: Springer.
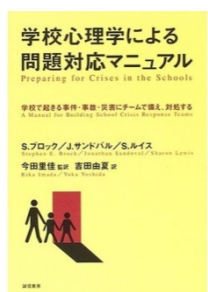
Brock, S. E., Sandoval, J., & Lewis, S. (2006). 学校心理学による問題対応マニュアル─学校で起きる事件・事故・災害にチームで備え、対処する [*Preparing for Crises in the Schools: A manual for building school crisis response teams*]. (R. Imada & Y. Yoshida, Trans.). Tokyo, Japan: Seishin Shobo.

Brock, S. E., Sandoval, J., & Lewis, S. (2005). Διαχείριση κρίσεων στο σχολείο: Εγχειρίδιο για τη δημιουργία ομάδων διαχείρισης κρίσεων στο σχολείο [Preparing for crises in the schools: A manual for building school crisis response teams] (2nd ed., C. Hatzichristo Ed., E. Theoharakis, Trans.). Athens, Greece: Tipothito.
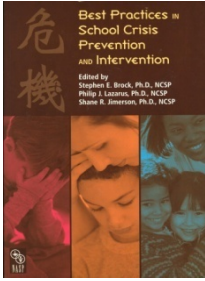
Brock, S. E., Lazarus, P. J., & Jimerson, S. R. (Eds.). (2002). *Best practices in school crisis prevention and intervention.* Bethesda, MD: National Association of School Psychologists.
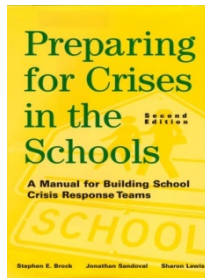
Brock, S. E., Sandoval, J., & Lewis, S. (2001). *Preparing for crises in the schools: A manual for building school crisis response teams* (2nd ed.). New York, NY: Wiley.

Brock, S. E., Sandoval, J., & Lewis, S. (1969). *Preparing for crises in the schools: A manual for building school crisis response teams*. Brandon, VT: CCPS.

Books by Melissa L Holland, PhD, NCSP, Associate Professor, Fieldwork/Internship Coord.
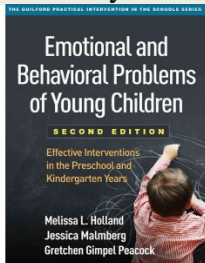
Holland, M. L., Malmberg, J., & Gimpel, G. (2017). *Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years* (2nd ed.). New York, NY: Guilford Press.
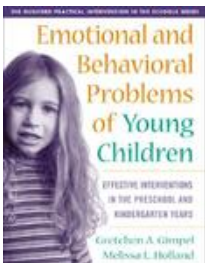
Gimpel, G. A., & Holland, M. L. (2003). *Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years.* New York, NY: Guilford Press.

Holland, M. L., Gimpel, G. A., & Merrell, K. W. (2001). *ADHD symptoms rating scale.* Lutz, FL: PAR.

Book by Catherine Christo, PhD, NCSP, LEP, Professor Emeritus
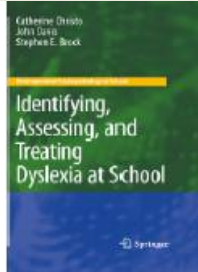
Christo, C., Davis, J., & Brock, S. E. (2009). *Identifying, assessing, and treating Dyslexia at school.* New York, NY: Springer.

Book by Leslie Cooley, PhD, NCSP, Professor Emeritus
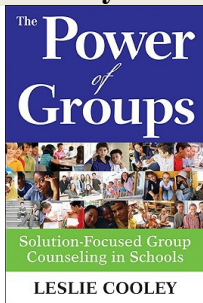
Cooley, L. (2009). *The power of groups: Solution-focused group counseling in schools.* Thousand Oaks, CA: Sage.

Student Conference Presentations

One of the more consistent ways school psychology faculty supports academic scholarship is by mentoring student presentations at state (CASP) and national (NASP) conferences. The following is a listing of current and former CSUS School Psychology Program student involvement in refereed/invited state and national conference presentations.

Alcantara, J., Braga Guerra, A., Ballesteros, C., & Muniz, L. (2016). *Resiliency life skills: A 6th grade group curriculum on building positive relationships.* Poster presentation at the Annual Meeting of the California Association of School Psychologists. Newport Beach, CA.

Alcantara, J., Braga Guerra, A., Ballesteros, C., & Muniz, L. (2017, February). *A group approach to building positive relationships among adolescent females.* Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Anderson, L., & Wylie, B. (2010, March). *School wide positive behavior supports: Where to start?* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Andrew, M. E., & Lausier, J. A. (2011, February). *Developing a caregiver training as a school crisis intervention.* Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Andrew, M. E., & Lausier, J. A. (2011, February). *Crisis intervention in schools: The PREP_aRE Model.* Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Atkins, M. K., & Calkins, A. A. (2019, February). *Student voice interventions for school climate improvement.* Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Avelar, M. (2011, February). *Disproportion of cultural and linguistically diverse students in special education.* Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Balcom, B., & Acosta, M. (2014, February). *Addressing adolescent dating violence: A school-based prevention curriculum.* Paper presented at the annual convention of the National Association of School Psychologists, Washington, DC.

Berryman, M. Malagon, J., Maldenik, C., & Hernandez, M. (2016, February). *A suspension alternative: Promoting school-wide success through positive supports.* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Blazer, A. L, Noyes, H. A., & Burgess, C (2008, March). *Bullying intervention programs in elementary schools.* Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Bolnik, L., & Brock, S. E. (2005, March). *The effects of crisis intervention work on school psychologists.* Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Bonta, M., Jankans, S., Lopes, L., & Villasenor, D. (2008, March). *Self-injury interventions for school psychologists.* Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Borisov, N., Balcom, B., To, M., & Sibert, M. (2013, February). *Success in US-group counseling curriculum for English language learners.* Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Brock, S. E, Chang, C., & Gatewood, V. (2005, April). *The identification of autism spectrum disorders.* Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Brock, S. E., Chang, C., Poitz, A., & Gatewood, V. (2005, March). *Autism spectrum disorders (Part 2): Diagnostic assessment and the psycho-educational evaluation.* Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Brock, S. E., Cummings, C. A., & Seiver, J. (2004, March). *A behavioral intervention for increasing on-task behavior.* Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Brock, S. E., & Fernandez, B. (2019, February). *School suicide postvention.* Documented session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Brock, S. E., Grove, B., & Searls, M. (2008, February). *The identification, assessment, & treatment of ADHD.* Mini-skills session presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Brock, S. E., Grove, B., Searls, M., & Martinez, E. (2008, March). *The identification, assessment, and treatment of ADHD.* Workshop presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Brock, S. E., & Hart, S. (2004, March). *Helping the student with ADHD in the classroom.* Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.

Brock, S. E., & Hart, S. (2005, April). *Suicidal ideation and behaviors.* Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Brock, S. E., & Hart, S. (2006, March). *School suicide postvention: The school's response to the student suicide.* Mini-skills session presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.

Brock, S. E., & Hart S. (2014, March). *DSM-5 and school psychology.* Workshop presented at the California Association of School Psychologists Spring Conference, Santa Clara, CA.

Brock, S. E., Holland, M. L., Rodriguez, C., & Barokha, A. (2018, October). *Mindfulness and trauma informed practice in the schools*. Mini-skills workshop presented at the annual meeting of the California Association of School Psychologists conference, San Diego, CA.

Brock, S. E., Jimerson, S. R., & Stein, S. A. (2015, June). *School crisis intervention using the PREPaRE model.* Workshop presented at the 37th Annual International School Psychology Association Conference, São Paulo, Brazil.

Brock, S. E., & Louvar Reeves, M. A. (2019, February). *Crisis intervention in a time of social media.* Documented session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Brock, S. E., & Stein, S. (2019, February). *Student psychoeducational groups in crisis intervention.* Field-based skill session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Brock, S. E., Navarro, L., & Teran, E. (2008, March). *The English to Spanish translation of psycho-educational materials for use during school crisis intervention.* Poster presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Brock, S. E., & O'Malley, M. (2005, March). *The nature and consequences of victimization.* Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Brock, S. E., & Pachenar, D. (2006, February). *The assessment and diagnosis of attention-deficit/hyperactivity disorder.* Workshop presented at the annual meeting of the California Association of School Psychologists, Monterey, CA.

Brock, S. E., Puopolo, M., Cummings, C. A., & Husted, D. A. (2004, March). *Helping the student with ADHD in the classroom.* Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Brock, S. E., & Slone, M. (2005, March). *Autism spectrum disorders (Part 1): Case finding and screening.* Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Brock, S. E., Slone, M., & Tuttle, C. (2007, March). *The psycho-educational assessment of students with autism spectrum disorders.* Workshop presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Brock, S. E., & Stein, S. (2019, February). *Student psychoeducational groups in crisis intervention.* Field-based skill session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Camp, E. A., & Wu, A. (2008, March). *Girl power: Self-esteem group curriculum for 5th grade girls.* Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Christo, C., Borisov, N., & Sibert, M. (2012, February). *Identifying English learners with dyslexia.* Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Christo, C., Chang, C., & Leaman, S. (2004, March). *Using CBM for progress monitoring in regular and special education.* Workshop presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Christo, C., & Christy, D. (2007, March). *Research update: From reading readiness to reading disability.* Workshop presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Christo, C., Cummings, C., & Hunter, D. (2004, March). *Overview of computer based early reading interventions.* Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Christo, C., & Gatewood, V. (2004, March). *What works: An overview of reading intervention programs.* Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.

Christo, C. & Goodson, T. (2009, February). *Choosing the 'best' interventions.* Paper presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Christo, C. & Goodson, T. (2009, March). Framework for reading skills analysis. Poster presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Christo, C., Goodson, T., Iacuaniello-Mullen, J., & Moore, C. (2009, February). *Useful reading assessments within an RTI model.* Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Christo, C., & Hart, S. (2004, March). *Measurement matters.* Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.

Christo, C., O'Malley, M. D., & Husted, D. (2006, March). *The joy of data.* Workshop presented at the annual meeting of National Association of School Psychologists, Los Angeles, CA.

Cooley, L., Clovis, B., Leiber, S., Randell, W., Rivera, M., & Sanders, K. (2006, March). *Solution-focused counseling: Creative approaches with you (K-4) children.* Paper presented at the annual meeting of the California Association of School Psychologists, Monterey, CA.

Cooley, L., Diggins, J., Farr, J., Nehrer, E., Slone, M., & Snow, C. (2002, March). *Solution-focused counseling: Creative approaches with young children.* Paper presented at the annual meeting of the California Association of School Psychologists, Sacramento, CA.

Cooley, L., & Martinez, E. (2009, March). *Emotional disturbance: Current dilemmas examined.* Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Cooley, L., & Stoddard, K. (2007, March). *Overview of computer based early reading interventions.* Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Cooley, L., & Yates, C. B. (2007, March). *Children in foster care: What school psychologists need to know.* Paper presented at the annual meeting of the California Association of School Psychologist, Los Angeles, CA.

Courtney, M., & Waller, S. (2017). *Supporting students with social-emotional health: Redefining success.* Poster presentation at the Annual Meeting of the National association of School Psychologists, San Antonio, TX.

Cummings, C., Brock, S. E., & Puopolo, M. (2003, April). *Using observations, interviews, and rating scales to identify antecedents of problem behaviors.* Paper presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Cyhanenko, N., & Gomez, J. M. (2009, March). *Cyberbulling: What Schools can do to Prevent and Intervene.* Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Davis, J. (2007, March) *Psychotherapeutic interventions for children suffering from PTSD: Recommendations for school psychologists.* Paper presentation at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

DeCarl, A., Lopez, T. & Wolf, J. Holland, M. L. (February, 2012). *Using Student Perspectives to Create Tolerance and Bullying Preventative Strategies.* Paper presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.

DePaulo, M., Reis, O., & Swarts, M. R. (2016). *Positive Actions Connecting Teens: Group counseling curriculum for students experiencing divorce.* Poster presentation at the Annual Meeting of the California Association of School Psychologists. Newport Beach, CA.

Deurloo, S. C., Harrington, D. N., & Tennison, J. D. (2011, February). *Parent involvement in reading.* Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Dubitsky, M., Macias, G., & Quintero, C., T. (2009, March). *Change your focus: Solution-focused brief therapy in the classroom.* Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Flitsch, E. A., Acosta, M., Balcom, B., & Sheehy, C. (2012, October 25). Addressing adolescent dating violence in schools. Poster presented and the annual meeting of the California Association of School Psychologists, Costa Mesa, CA

Flitsch, E. A., Balcom, B., Acosta, M., & Conheim, C. (2013, February). *Addressing adolescent dating violence in schools.* Poster presented and the annual meeting of the National Association of School Psychologists, Seattle, WA.

Flitsch, E. A., Magnesi, J. R., & Brock, S. E. (2013, February). *Social media and crisis prevention and intervention.* Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Gomez, J. M., & Cyhanenko, N. (2009, March). *Intervention outcomes for students with emotional disturbance and behavior problems.* Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Goodson, T., Iacuaniello, J., Moore, C., & Christo, C. (2009, March). *Framework for reading skill analysis.* Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Goodson, T., Iacuaniello, J., Moore, C., & Christo, C. (2009, March). *Useful reading assessments within an RTI model.* Panel presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Furlong, M. J., Brock, S. E., & O'Malley, M. D. (2005, December). *Peer victimization in schools.* Symposium presented at the California School Counseling Research Summit, San Diego, CA.

Handleson, A., & Pape, L. (2009, March). *Differentiated instruction for the gifted student in the general education classroom.* Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Hann, J., & Freitas, K. (2019, February). *Do it: Positive effects of social skills.* Poster presented at the annual meeting of the National Association of School Psychologist, Atlanta, GA.

Hart, S., & Brock, S. E. (2008, March). *Bipolar disorder: How to differentiate it from other disorders.* Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Hart, S., & Brock, S. E. (2009, March). *Treatments and interventions for youth with bipolar disorder.* Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Hart S., & Brock, S. E (2014, March). *Identifying, assessing, and treating bipolar disorder at school.* Workshop presented at the California Association of School Psychologists Spring Conference, Santa Clara, CA.

Hass, M., Cooley, L., Eseltine, T., Jasinski, N., & Tamblyn, C. (2005, March). *Practical applications of a strength based approach to school psychology practice.* Panel presentation at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Hass, M., Cooley, L., Hunter, D., & Tamblyn, C. (2005, April). *Practical applications of a strength based approach to school psychology practice.* Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Hass, M., Cooley, L., Hunter, D., & Tamblyn, C. (2005, April). *Strength-based approaches to school psychology practice.* Panel presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Hazen, S., Smith, S., Sisson, H. (2017, February). *Adapting PMII as an intervention for students with social–emotional challenges*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Henney, S. R., & Weathers, A. S. (2011, February). *Using bibliotherapy to address bullying in schools.* Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Holland, M. (2019, October). *Burnout and self-care: Strategies for the school psychologist.* Mini-skills presentation at the Annual Convention of the California Association of School Psychologists, Long Beach, CA.

Holland, M. L., Badalyan, L., Morales, V., & Torres, C. (2018, October). *Youth anxiety in the schools*. Poster presented at the annual meeting of the California Association of School Psychologists, San Diego, CA.

Holland, M. L., Badalyan, L., Morales, V., & Torres, C. (2019, February). *Youth anxiety in the schools*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Holland, M. L, Brock, S. E., & Hazen, S. (2017, February). *School-based mindfulness practices.* Miniskills session presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX

Holland, M. L., Hernandez, M., & Lujano, D. (2018, October). *Sleep and academic demands: Preliminary research in grades 3-6.* Poster presented at the annual meeting of the California Association of School Psychologists, San Diego, CA.

Holland, M. L. & Sisson, H. (February, 2015). *Mindfulness and acceptance practices in the schools*. Workshop presented at the National Association of School Psychologists, Orlando, FL.

Holland, M. L. & Sisson, H. (February, 2014). *Academic Demands and Youth Social-Emotional Health: New Directions.* Paper presented at the meeting of the National Association of School Psychologists, Washington DC.

Holland, M., & Larkin, A. K. (2014, February). *A three tiered prevention-intervention school based mindfulness program.* Miniskills presentation at the annual convention of the National Association of School Psychologists, Washington, DC.

Holland, M. L.,McIntyre, D., & Marion, A. (2018, October). *Parent-teacher partnership: New directions in managing academic demands.* Paper presented at the annual meeting of the California Association of School Psychologists, San Diego, CA.

Holland, M., & Sisson, H. (2013, November). *Academic demands and youth social-emotional health: New directions.* Paper presented at the annual convention of the California Association of School Psychologists, Newport Beach, CA.

Holland, M., Vergara, J., DeMarcho, N., & Morelli, L. (2019, October). *A culture of frustration: Academic demands in the elementary grades.* Poster presented at the Annual Convention of the California Association of School Psychologists, Long Beach, CA.

Horning, S., Crisologo, C., Her, C., & Greenwood, B. (2016, February). *Increasing school engagement for adolescent males.* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Horning, S., Crisologo, C. Tobon, A., & Greenwood, B. (2016, February). *Sleep disturbances: Prevention, screening, and intervention.* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Jones, M. A., Brock, S. E., & Vernon-Cole, E. (2014, February). *Using the PREPaRE model to respond to bereavement at school.* Miniskills presentation at the annual convention of the National Association of School Psychologists, Washington, DC.

Kraft, N. D., & Scoggan, P. L. (2019, February). *Mind full or Mindful? Benefits of school wide mindfulness interventions.* Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Larkin, A. K., Bryan, A., & Brock, S. E. (2013, November). *Responding to student suicide: Effective school suicide postvention.* Paper presented at the annual convention of the California Association of School Psychologists, Newport Beach, CA.

Larkin, A. K., & Deurloo, S. C. (2012, February). *Variable populations and child find: Advancing the search.* Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Larkin, A. K., Sisson, H., Judy, J., & Holland, M. (2013, November). *Middle school early intervention group therapy curriculum: Teaching tolerance.* Paper presented at the annual convention of the California Association of School Psychologists, Newport Beach, CA.

Levine, M., & Kachagin, S. (2016, February). *The stigmatization of males in the field of education.* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Magnesi, J. R., Flitsch, E. A., & Brock, S. E. (2012, October 25). *Social media and crisis prevention and intervention.* Mini-skills workshop presented at the annual meeting of the California Association of School Psychologists, Costa Mesa, CA.

Martinez, E., & Brock, S. E. (2007, April). *Suicide postvention.* Paper presented at the annual meeting of the National Association of School Psychologists, New York, NY.

Madrigal, L., & Yu, R. (2009, March). *Factors influencing parental involvement in schools.* Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Mladenik, C., & Mueller, N. (2016, February). *Group Counseling Approach for Students Experiencing Parental Separation or Divorce.* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Munoz, M., & Bhatti, W. (2009, March). *Perceptions regarding school psychologists among parent of student diagnosed with autism.* Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Nickerson, A. B., Brock, S. E., O'Malley, M. D., Furlong, M. J., Demaray, M. K., Malecki, C. K. (2005, August). *Enhancing social support for victims of school bullying.* Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

O'Malley, M. (2010, March). *Psychometric Analyses of the California School Climate Survey.* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

O'Malley, M. (2010, March). *Interventions for Bullying at School: A Study of School Psychologists.* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

O'Malley, M., & Brock, S. E. (2014, February). *Crisis prevention through climate promotion: Tools and techniques.* Minskills presentation at the annual convention of the National Association of School Psychologists, Washington, DC.

O'Malley, M., Ortiz, A. A., & Levine, M. (2019, February). *Challenges and opportunities in establishing a university psychoeducational clinic.* Poster session to be presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

O'Malley, M., & Swarts, M. R. (2018, February). *Cultural competency considerations in threat assessment.* Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

O'Malley, M. & Torres, C. (2019, February). *Equity considerations in school-based threat assessment.* Professional conversation session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Onaka, L. A., Esparza, M. B., & Sandoval, M. (2014, February). *Social media influence and integration in social and academic learning.* Paper presented at the annual convention of the National Association of School Psychologists, Washington, DC.

Oren, T., van Eckhard, M., Holland, M., & Brock, S. E. (2019, October). *Secondary traumatic stress (STS) I schools.* Poster presented at the Annual Convention of the California Association of School Psychologists, Long Beach, CA.

Oren, T., van Eckhard, M., Holland, M., & Brock, S. E. (2019, October). *Secondary traumatic stress (STS) in the school setting.* Mini-skills presentation at the Annual Convention of the California Association of School Psychologists, Long Beach, CA.

Ortiz, A., Calkins, A. A., Chang, K., & Quecan, C. (2018, November). Cognitive assessment of dual language learners: A beginner's guide to the Culture-Language Interpretive Matrix (C-LIM). Mini-skills workshop presented at the annual meeting of the California Association of School Psychologists, San Diego, California.

Ortiz, A., Calkins, A. A., Chang, K., & Quecan, C. (2019, February). Cognitive assessment of dual language learners: A beginner's guide to the Culture-Language Interpretive Matrix (C-LIM). Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, Georgia.

Ortiz, A., DePaulo, M., Reis, O., & Swarts, M. R. (2017, February). *Reducing oppositional behaviors in young children through a MTSS framework.* Miniskills session presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Ortiz, A., & Haranin, E. (2019, October). *Pediatric psychopharmacology: The school psychologist's role in collaborating with the medication team.* Mini-skills presentation at the Annual Convention of the California Association of School Psychologists, Long Beach, CA.

Owens, O. W., & Arnett, M. A. (2014, February). *Emotional disturbance: Collaboration and support in the classroom.* Miniskills presentation at the annual convention of the National Association of School Psychologists, Washington, DC.

Pastor, J. (2010, March). *Children becoming readers in a digital age.* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Ponce, M., & Romo, V. (2013, February). *The effects of foster care transitions: Guided practice.* Poster presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Poppoff, A., Borisov, M., Sayklay, J, & Scott, C. (2017, February). *Social-emotional awareness group curriculum for preschool and kindergarten students.* Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX

Renshaw, T. L., Jimerson, S. R., Hart, S., & O'Malley, M. D. (2009, August). *Promoting positive peer relationships to reduce bullying: Student outcomes.* Poster presented at the annual convention of American Psychological Association, Toronto, Canada,

Robles, C. C., & Koch, T. M. (2011, February). *Promoting the social and emotional wellness of students with learning disabilities.* Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Rodriguez, R., & Brock, S. E. (2009, March). *Manifestations, Symptoms, and Recommendations for PTSD.* Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Scaffidi, M. A., & Tzikas, K. C. (2012, February). *Prescription and over-the-counter drug abuse among students.* Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Schaughnesy, M., Crosby, E., Zozaya, M., & Moore, E. (2012, February). *Social skills interventions for students with autism.* Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Sevier, J., Hourigan, K., & Christo, C. (2005, April). *Comparing commonly used measures of phonological processing and rapid naming.* Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Smith, L., Courtright, C., & Brock, S. E. (2012, October 25). *School suicide prevention, intervention, and postvention.* Mini-skills workshop presented at the annual meeting of the California Association of School Psychologists, Costa Mesa, CA.

Smith, L., Courtright, C., & Brock, S. E. (2013, February). *School suicide prevention, intervention, and postvention.* Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Smith, L., & Holland, M. L., Courtright, C. (April, 2015). *Social justice for African American and Hispanic students in secondary schools.* Paper presented at the meeting of the 21st Annual Multicultural Education Conference, California State University, Sacramento, CA.

Smith, L., Courtright, C., & Holland, M.L. (October, 2015). *Using Restorative Justice in Schools to create positive change: Promising Interventions for School Psychologists.* Paper presented at the October 2015 California Association of School Psychologists Conference, Riverside, CA.

Stein, S., & Brock, S. E. (2017, February). *Student psychoeducation groups in school crisis intervention.* Workshop presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Stein, S., Chiolan, K., Campisi, A., & Brock, S. E. (2015, February). *Implementing PREPaRE student psychoeducational groups differentiated for multiple grade levels.* Mini-skills workshop presented at the Annual Meeting of the National Association of School Psychologists, Orlando, FL.

Tanner, L., & Chhana, S. (2010, March). *Emotional first aid: A classroom approach for teachers.* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Tanner, L., & Holland, M.L. (February, 2012). *Beyond Discipline: Depression and Suicide-risk in Students Involved in Cyberbullying.* Paper presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.

Teller, C. A., & Harrington, D. N. (2012, February). *Building partnerships with schools through educational staff trainings.* Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Teller, C. A., & Opel, A. K. (2011, February). *Current trends in RTI practices in California.* Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

To, H., Novakovskiy, Y., Anderson, L., & Brock, S. E. (2009, March). *Understanding adolescent depression: Consulting with a parent.* Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Tzikas, K. C., & Weckworth, S. A. (2011, February). *Canine-assisted therapy in schools.* Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Valenzuela, J., & Massey, R. (2016, February). *Building an LGBTQ inclusive school climate.* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Villasenor, D., Brock, S. E., & Hopper, B. M. (2008, March). *Bipolar disorder in the classroom.* Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Yates, C. B., Corti, F., Linsheid, H., & Lopes, L. (2008, March). *Transition skills for middle schoolers.* Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Wilson, H. (2012, February). *Impacts of school readiness.* Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Wolf, J. S., Scaffidi, M. A., & DeCarl, A. R. (2011, February). *Individual crisis intervention.* Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Zehnder, N., Gatten, K., & Crain, E. (2008, March). Art therapy for crisis intervention with elementary school children. Paper presented at the meeting of the California Association of School Psychologists annual convention, Burlingame, CA.

Student Publications

The School Psychology Program at CSUS also provides opportunities for student research, and many of our current and former students have authored scholarly publications. The following is a partial listing of publications with current and former student involvement.

Bolnik, L., & Brock, S. E. (2005). The self-reported effects of crisis intervention work on school psychologists. *The California School Psychologist, 10*, 117-124. Retrieved May 2, 2008, from http://education.ucsb.edu/school-psychology/CSP-Journal/index.html

Brock, S. E., Christo, C., & Cummings, C. (2004). Time on task: Classroom strategies to increase learning time. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S3: 159-162)*.* Bethesda, MD: National Association of School Psychologists.

Brock, S. E., & Davis, J. (2008). Best practices in school crisis intervention. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (pp. 781-798). Bethesda, MD: National Association of School Psychologists.

Brock, S. E., Grove, B., & Searls, M. (2010). ADHD: Classroom interventions. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S8H5-1 – S8H5-5)*.* Bethesda, MD: National Association of School Psychologists.

Brock, S. E., Holly, E., Sisson, H., & Ybarra, L. A. (2013, November). Medical model perspectives on autism. In H. Montgomery (Ed.), *Oxford Bibliographies in Childhood Studies.* New York: Oxford University Press. Retrieved from http://www.oxfordbibliographies.com

Brock, S. E., Jimerson, S. R., & Hart, S. R. (2006). Preventing, preparing for, and responding to school violence with the National Incident Management System. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice* (pp. 443-458)*.* Mahwah, NJ: Erlbaum.

Brock, S. E., Jimerson, S. R., Lieberman, R., & Sharp, E. (2004). Preventing suicide: Information for caregivers and educators. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9: 33-35)*.* Bethesda, MD: National Association of School Psychologists.

Brock, S. E., Martinez, E. L., Navarro, L., & Teran, E. (2010). Collaboration in school-based crisis intervention. In J. Kaufman & T. L. Hughes (Eds.), *The handbook of education, training and supervision of school psychologists in school and community. Volume II. Contemporary school psychology training: University/Field Collaboration* (pp. 263-289). London: Taylor Francis/Routledge.

Brock, S. E., Nickerson, A. B., O'Malley, M. D., & Chang, Y. (2006). Understanding children victimized by their peers. *Journal of School Violence, 5*(3), 3-18.

Brock, S. E., Puopolo, M, Cummings, C., & Husted, D. (2004). ADHD: Classroom interventions. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S8: 25-28)*.* Bethesda, MD: National Association of School Psychologists.

Brock, S. E., & Riffey, M. A. (2010). Responding to suicidal ideation and behavior at school. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9H16-1 – S9H16-3)*.* Bethesda, MD: National Association of School Psychologists.

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APPENDICES

Appendix A: The Center for Counseling and Diagnostic Services (CCDS) Handbook

History of the Center for CCDS
The Center for Counseling and Diagnostic Services (CCDS) 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 activities of 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 CCDS is used by students in various programs including Counselor Education, Special Education, Vocational Rehabilitation, and School Psychology. In 1982, the School Psychology program began using the CCDS for testing and counseling practica. Currently, all counseling practica are field based (placed in local schools) and the current services offered are by school psychology students are assessment

The CCDS functions with the assistance 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 university requires and automatically provides liability insurance for specific courses of a clinical nature. Graduate students enrolled in classes where this insurance requirement applies will be billed by the university after the beginning of the semester.

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

1. dishonest, fraudulent or criminal acts;
2. fines, penalties and punitive damages;
3. failure to be properly licensed or certified in accordance with the state laws;
4. engaging in another profession, the ownership, operation or management of any business enterprise, counseling, or clinic; and
5. other liability exposures (including personal, general and tenants liability).

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 CCDS 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 when a client needs more care then the Center can provide. The current fee for counseling services is $75.00 per semester.

The CCDS offers a range of individual and group counseling services. Typical referrals address family and social/emotional challenges including depression, stress, anxiety, and social difficulties. Graduate students in other programs offer educational, career, and vocational rehabilitation services through individual counseling, as well as group, family, and couples 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. Graduate students are supervised by program faculty. Before being allowed to provide these services to clients, 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 CCDS also provides assessments for eligibility into Gifted and Talented Education (GATE) programs. Learning disabilities assessment fees are currently $200.00 and GATE identification fees are currently $75.00. The learning disabilities assessments usually take two 2.5 hour sessions to complete, while GATE 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. Before being allowed to provide these services to clients.

Rooms and Equipment
Both the counseling and testing facilities in the CCDS are equipped with various amenities. A brief description of the available facilities follows:
▪ **Rooms**. There are 12 rooms in the CCDS. 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. Clients 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. It is used by students and instructors 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.
▪ **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. The cabinets contain testing kits (e.g., IQ tests) and the file cabinet contains the accompanying protocols.

Assessment Practica

The Cognitive Assessment class (EDS 242A) has a laboratory requirement of 4 units (EDS 242B) in addition to the lecture class. This lab meets in the CCDS. The lab involves assessing children to determine whether or not they are eligible for GATE programs. 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 243A) 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 utilizing various achievement, cognitive processing, and/or 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 the course 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. 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, 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 CCDS hungry. Before providing a snack, always check with the family to obtain their consent and check for possible food allergies.

General Expectations of School Psychology Students When Working in the CCDS
Adhering to the schedule is required. Clients are scheduled in advance and if an emergency necessitates any changes *students are responsible for first notifying their supervisor; and then notifying the clients, and then clinic staff*. The following list further specifies clinic procedures:

1. The office schedules all new clients for assessment. Referrals are given to the practicum supervisor in the clinic "practicum file." The practicum supervisor reviews and distributes the referrals to students during practicum.
2. After having been assigned a case, students are expected to contact their client's parent/guardian prior to the assessment to …
   a. Confirm the appointment
   b. Clarify the referral question(s)
   c. Gather relevant history (e.g., developmental, educational, medical, social-emotional, and family)
3. If the client cancels completely before starting any assessment, the office schedules a new client and notifies the student. If the client tells the student directly they are cancelling their appointment, the student needs to tell the clinic staff immediately so that a new client can be scheduled.
4. If the client cancels a testing session and needs to reschedule during another practicum, the student reschedules with the family (with regular supervisor approval) and obtains approval of the supervisor who is supervising the given clinic within which testing will be conducted. The student notifies the office of the change.
5. If the parent requests a different parent conference time, the student handles rescheduling (with regular supervisor approval) and obtains approval of the supervisor within whose clinic the conference will be held. The student notifies the office and requests a new parking permit.

GATE Assessments
1. These evaluations are completed in testing session.
2. Prior to the testing session, students will have contacted the parent to confirm the appointment, clarified the referral question, and completed an intake interview.
3. At the beginning of testing students meet briefly with parents and begin evaluating the client.
4. Students should have reviewed any materials the parent has sent in and discussed an evaluation plan with their supervisor prior to this session.
5. The specific assessment procedures to be conducted will be assigned by the student's supervisor.
6. One week before the parent conference students **must** bring a first draft report to their supervisor. The report grade will be based on the first draft submitted to the supervisor.

7. Students must bring two copies of the final report draft on the day of the parent conference and give them to their supervisor to sign and then stamp them before giving reports to parents.

Diagnostic Assessments
1. These evaluations are completed over two testing sessions.
2. Prior to the initial testing session, students will have contacted the parent to confirm the appointment, clarified the referral question, and completed an intake interview.
3. On the first day students meet briefly with parents and begin evaluating the client.
4. Students should have reviewed any materials the parent has sent in and discussed an evaluation plan with their supervisor prior to this session.
5. Students continue their assessment on the second week.
6. The specific assessment procedures to be conducted are dependent on the reason for referral. There may be cases in which students require academic information before testing any other areas, and there may also be cases in which students decide to begin their evaluation with a cognitive assessment.
7. One week before the parent conference students **must** bring a first draft report to the Case Conference meetings held at the Clinic and submit an electronic copy as appropriate. The report grade is based on the first draft submitted to the supervisor (although students are allowed to make changes to their reports based upon the feedback given to them at the Case Conference meetings.
8. A second (and possibly third) draft should be submitted on the date requested by the supervisor.
9. The appointment with parents for reporting results should be scheduled.
10. Students must bring two copies of their final report draft on the day of their parent conference and give them to their supervisor to sign and then stamp them before giving reports to parents.

Steps in Referral and the Diagnostic Assessment Process
Diagnostic assessments are very complex. Thus, the following steps are offer a more specific guide to the work conducted as a part of EDS 243A and 243B (Assessment Practicum).

1. Referral is received with referral slip.
   a. Check to make sure information is complete.
   b. Check to make sure date is consistent.
   c. Identify language issues.
   d. Identify reason for referral.
2. Parent information is received
   a. Review parent information
   b. Contact parent to confirm appointment, clarify reason for referral, and complete initial intake interview.
3. Confer with the instructor to develop an assessment plan
   a. The *Individual Planning/Questions for Instructor* form in the course materials binder is designed to facilitate such consultation.
   b. The conference with the instructor to develop the assessment plan will occur as follows:

    i. Initial discussion of the referral question and the assessment plan will be developed when referrals are initially assigned to the student in class.

    ii. Confirmation of, or consultation regarding, changes in the assessment plan will occur in person with the instructor, via phone consult, or via email consult subsequent to completion of the phone call in which the appointment is confirmed, the referral question is clarified, and the intake interview is conducted with the parent.

4. Determine the tests you will need and check to make sure they are available.
5. Call and remind parent of appointment one to two days before the assessment or conference.
6. Session-one:
  a. Parent interview
    i. Review any questions
    ii. Ask parent about available snacks
    iii. Set up final conference date and time (typically 3 weeks hence beginning 45-minutes before the end of the clinic session)
  b. Assessment
    i. Brief interview with the child
      1. Explain the testing session
      2. Ensure an effective rapport has been established
    ii. Evaluation
      1. Types and order of assessments depends upon referral question
      2. Always keep rapport in mind
      3. Continually evaluate test taking behavior
7. Session-two:
  a. Assessment.
    i. Complete evaluation.
    ii. Debrief student.
  b. Remind parent of conference date and time.
8. After the assessment and parent conference has been completed.
  a. Return completed folders to the Clinic Office.
    i. Protocols are included.
    ii. Final report is included.
  b. Ensure that parents have received a copy of the report if for some reason it was not given to them at the parent conference.
  c. Place all other testing materials with material to be shredded.
  d. Erase any client files from your computer.
  e. Remove client names from any reports you will be placing in your portfolio.
  f. Thoroughly look through all materials at home, in folders etc. for diagnostic center items and return to center.

Test Administration and Scoring

If you have any questions regarding test administration and/or scoring, check with your supervisor, another instructor, or another student. Some common errors include the following:

1. Inappropriate prompts. Use what is in manual or general or generic.
2. Knowing when and when not to prompt.

3. Tempo in both conversation and when delivering oral stimuli such as digits.
4. Difficulties with stop watch.
5. Incorrect starting points.
6. Not writing down responses.
7. Incorrect subtest instructions.
8. Over extensive probes.
9. Lack of observational detail.
10. Not taking time to establish rapport.
11. Interpretation of test scores.

Test Check-Out Procedures
1. CCDS Test check out procedures
   i. Students **MUST** sign-out any test that they wish to take out of the Clinic. This is to be done by making use of the sign-out/sign-in sheet located in the clinic office. Tests may only be checked out subject to other classes in the clinic and will be done on a rotating basis by clinic section. Tests may be available during the following times:
      a. **After 12:00 PM on Tuesdays and all day Wednesday.**
      b. **After 4:00 PM on Thursdays, and all day Friday, Saturday, Sunday, and Monday.**
   ii. All tests **MUST** be signed-in by **8:00 AM every Tuesday**, and by **8:00 AM every Thursday**. All tests need to be available for use in the Clinic all day on Tuesday and Thursday afternoon.
   iii. **Never check out a test if it is the only copy** or the last copy of any test. There must always be one copy in the clinic of every test at all times.
   iv. Students who take a test out of the Clinic without first signing it out will lose the privilege of being able to checkout tests for the remainder of the semester.
   v. Students who consistently fail to sign-in tests at the designated time will also lose the privilege of being able to checkout tests.
   vi. If Diagnostic Clinic supervisors and staff judge that there is a chronic failure to check tests out and to return them by the designated times, the privilege of being able to checkout tests will be discontinued for all students.

Clinic Manners
1. Many students from different classes use the clinic. Therefore it is important that we do whatever we can to be respectful of and courteous to each other. There is frequently a sense of urgency in the clinic as everyone feels a time crunch at one point or another. However, abiding by some simple rules and keeping a few important things in mind can help significantly.
2. Making transitions from one group to another as easy as possible will be aided by remembering to: (a) fold down tables and (b) return test kits.
3. Noise carries. Be as quiet as possible with conversations. (Don't hesitate to remind anyone, we need to help each other.)
4. Respect confidentiality. Never forget that we are working with people who have feelings about themselves and their children. Therefore, do not speak in demeaning or derogatory terms about those with whom you are working. Comments carry and you will be amazed just how many people know each other.

5. Food and drink are allowed in the clinic, but remember to <u>clean up</u> anything you bring in. We have NO janitorial service in the clinic.
6. Dress appropriately. Wear professional clothes on days you are testing or meeting with parents.
7. An additional list of CCDS "dos" and "don'ts" follows:

Do these things!
1. Talk quietly while in the observation room.
2. Keep the light off in the observation room.
3. Keep testing table clear of irrelevant material.
4. Keep a comprehensive list of references and resources as they are recommended by your professor.
5. Call and remind families of the appointment.
6. Fill out necessary paper work as soon as possible.
7. Be early to sessions.
8. Practice tests before you administer them.
9. Leave reports and protocols in the CCDS when finished.
10. Clean up your room when done, including folding your table unless another clinic is following you.
11. Have tissue in the room.
12. Take breaks when testing.
13. Have stickers or a small reward for the children you test.
14. Check with your supervisor if you have any questions or concerns.
15. Have all protocols and test equipment ready.
16. Have the report ready for the parent conference.
17. Give parents a copy of the report or have one mailed no later than one week after the conference.

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. Be late for sessions.
5. Let the child sit in the waiting room for a long time while conducting the parent interview.
6. Leave your room late so that the next examiner has to wait.

Clinic Activity Times
The following provides the typical scheduled followed in the morning and afternoon CCDS assessment clinics.

Morning Clinic
   8:00 to 8:30   Group Discussion
   8:30 to 11:15   Assessment
   11:00 to 11:35   Parent Conferences (when necessary)
   11:35 to 11:50   Supervisor Feedback (always budget sufficient time to allow for feedback).
Afternoon Clinic

12:00 to 12:30	Group Discussion
12:30 to 3:15	Assessment
3:00 to 3:35	Parent Conferences (when necessary)
3:35 to 3:50	Supervisor Feedback (always budget sufficient time to allow for feedback).

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 (e.g., those who are especially young and/or anxious), it may not be appropriate to wait alone, even if the office is staffed. In addition, children need to be accompanied anytime they leave the clinic. If you are taking a child of the opposite gender to the restroom, wait outside the restroom door for the child.

Legal Issues

This portion of the manual concerns consent and confidentiality issues within the CCDS. 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:

(a) A request by the client for an educational and psychological assessment from the CCDS (including interviews and psychological tests).

(b) Acknowledgment that the CCDS cannot release client information without consent from the client.

(c) Clarification that the personnel involved with the testing are School Psychology students under direct supervision of qualified faculty.

(d) Acknowledgment that client sessions may be audio or video- taped, as well as observed by faculty supervisors and students enrolled in the practicum.

(e) An explanation that all information gathered in the practicum is confidential within the practicum group, and cannot be released without client consent.

(f) 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* Assent/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 CCDS 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 CCDS 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 CCDS to give the session time to another client.

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

The Emergency Treatment Release Form is completed by the parent or guardian for minors. It gives the CCDS 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 CCDS, 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 CCDS'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 broken 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 or he will be able to advise you on any actions that may need to be taken. Some steps that will help to ensure 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 ensure 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.
7. When consulting with your supervisor regarding any client data, be sure to remove any and all identifying information from data that is shared electronically.

Records
The CCDS has locked file cabinets where confidential documents, completed 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 CCDS's files, to ensure 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 CCDS. To further ensure the security of these testing documents, the CCDS'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.

End of the Semester CCDS Checklist
Following are the steps that must be completed before students will receive credit for their practicum/lab experience.

1. Return completed folders to front desk.
   a. Protocols are included
   b. Final report is included

2. Assure that parents have received a copy of the report if it was not given to them at the parent conference.
3. Place any other testing materials with material to be shredded.
4. Erase any client files from your computer.
5. Remove client names from any reports you will be placing in your portfolio.
6. Thoroughly look through all materials at home, in folders etc. for diagnostic center items and return to center.

Appendix B: Program Admissions Criteria

The CSUS School Psychology Program uses the following criteria and weights for graduate admissions:

1. <u>Scholastic achievement</u> (20 points; primarily based on GPA. GRE scores may also be used, but only to increase the rating. Prerequisite course performance factors into this rating.)
2. <u>Statement of purpose</u> (10 points; 50% Writing, i.e., well written; no grammar, spelling, or syntax errors; and 50% knowledge of the field of school psychology). Note: A separate writing sample is obtained immediately after the interview and may be used to adjust this rating.
3. <u>Work experience</u> (15 points; professional school-based mental health or special education work is optimal. Teaching experience preferred. Some work within schools and/or with children expected.)
4. <u>Letters of reference</u> (10 points)
5. <u>Language facility in a language other than English and demonstration of cultural competence</u> (15 points)
6. <u>Interview</u> (30 points; Elements included in this rating are (a) interview arrival time demonstrates punctuality; (b) presents a professional appearance; (c) arrives prepared for interview (e.g., brings necessary documents); (d) listens actively to interviewers' questions and comments; (e) demonstrates ability in oral expression with interview committee; (f) asks questions that suggest thorough preparation; (g) responses suggest the ability to respond to difficult situations with self-control; (h) responses suggest good judgment and common sense; (i) responses suggest the ability to relate well to children and adolescents; (j) responses suggest the ability to relate well to school personnel; (k) responses suggest ability to relate well with culturally/linguistically diverse students, families, and colleagues; (l) responses suggests initiative and resourcefulness; (m) responses suggest an awareness of personal capabilities and limitations; (n) responses suggest an awareness of the scope and limitations of the role of school psychologist; (o) shows evidence of continuing self-evaluation and commitment to professional growth

Ranking Procedures

The school psychology program's Graduate Admission Committee members review and rank application materials. All tenure/tenure-track faculty members participate in paper screening all applications and select candidates for individual interviews and are involved in the interview process. The branch chairperson serves as the programs appeal officer.

Candidates who fail to meet basic qualification standards (e.g., missing many prerequisites, low GPA) are not interviewed and on the basis of these clear deficiencies are not be granted admission to the program.

The highest ranked candidates (number dependent upon on number of qualified candidates) who meet basic qualification standards are interviewed. The interview teams typically include one tenured faculty member, one practicing school psychologist, and one second year school psychology students. However, the composition of the interview committees may be altered if interviewers to fill each of these categories are not available. Although elements 1, 2, 3, and 4 of

the above listed admission criteria are rated by tenure/tenure track faculty during the paper screening process. All interview panel members have the authority to conduct independent reviews of all materials and can adjust the ratings for evaluation criteria 1 through 4. No committee member sees the rankings of others until all panel members have made their initial admission recommendations. Each panel uses standard interview questions, and all candidates are asked identical questions and are expected to provide ratings for items 5 and 6 of the above listed admissions criteria. The interviews are scored according to demonstration of meeting the above listed criteria.

After the interviews, candidate performance is evaluated using the criteria described above. Graduate committee admissions members review applicants and rank all qualified candidates. Candidates judged not to be qualified for admission are not ranked. Depending on space available in the School Psychology Program the top ranked candidates will be offered admission. Lower ranked candidates will be placed on a waiting list.

Appendix C: Educational Requirements for the Licensed Professional Clinical Counselor

1. A **60** semester unit master's degree from an accredited or approved institution, which is counseling or psychotherapy in content.
2. Including **6** semester units of supervised practicum or field work study.
3. Contains at least **3** semester units of coursework in 10 of 13 core content areas, all of which must be completed before licensure.

CSUS School Psychology Program Element (Semester Units)		LPCC Requirement
EDS 241, Counseling and Psychotherapy for the School Psychologist (3)*		1. Counseling and psychotherapeutic theories and techniques (includes counseling theories, selection of counseling interventions, orientation to wellness and prevention, etc.)
EDS 248, Human Development and Learning (3)*		2. Human growth and development across the lifespan (includes psychopathology, normal and abnormal behavior, developmental crises)
Not available, must be completed outside of the program before Licensure		3. Career development theories and techniques
EDS 231, Group Process in School Psychology (3)*		4. Group counseling theories and techniques
EDS 242A, Cognitive Assessment (3)* EDS 242B, Cognitive Assessment Lab (4)* EDS 244, Social, Emotional, and Behavioral Assessment (3)* EDS 243, Practicum in Assessment (6)*		5. Assessment, appraisal and testing
EDC 210, Multicultural Counseling (3)*		6. Multicultural counseling theories and techniques
EDC 231, **Diagnosis and Treatment Planning** (3)**		7. Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior
EDC 250, Educational Research (3)* EDS 240/541, M.A. Exam or Project (3)*		8. Research and evaluation
EDS 245, Psychology in the Schools (3)*	Professional orientation	9. Professional orientation, ethics and law in counseling, including California law and professional ethics
EDS 240, Functional Assessment of Behavior (3)* EDS 247, Assessment of Special Needs (3)* EDS 439, Early Fieldwork in School Psychology (8)*	Each provides review of ethics and law relevant to aspect of practices being covered by the course (including California law/ethics)	
EDC 254, **Counseling and Psychotropic Medicine** (3)***		10. Psychopharmacology (includes biological bases of behavior)
Not available, must be completed outside of the program before Licensure		11. Addictions counseling (includes substance abuse, co-occurring disorders)
EDS 246b, Preventive Psychological Interventions (3)*		12. Crisis/Trauma Counseling (includes multidisciplinary responses to crises, emergencies or disasters).
EDS 440, Practicum in Counseling for School Psychologists (3)* EDS 243, Practicum in Assessment (3)* EDS 249, Special Seminar: School Psychology (3)*		13. Advanced counseling and psychotherapeutic theories and techniques

* Part of the core School Psychology program sequence. Enrollment guaranteed for all school psychology students.
** Core Counselor Education class offered to school psychology students on a space available basis.
*** Core Counselor Education class offered to school psychology students on a space available basis (spring semester only offering).

Fifteen (15) semester units of advanced coursework to develop knowledge of specific treatment issues or special populations. Instruction must include:

CSUS School Psychology Program Element (Semester Units)	LPCC Requirement
EDS 241, Counseling and Psychotherapy for School Psychologists (3)	1) Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction
EDS 246b, Preventive Psychological Interventions (3) EDS 241, Counseling and Psychotherapy for School Psychologists (3)	2) Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics
EDS 241, Counseling and Psychotherapy for School Psychologists (3) EDS 246b, Preventive Psychological Interventions (3) EDS 440, Practicum in Counseling for School Psychologists (3) EDS 439, Early Fieldwork in School Psychology (8)	3) Child abuse assessment and reporting
EDS 248, Human Development and Learning	4) Aging and long-term care, including biological, social, cognitive and psychological aspects of aging

Supervision:

A minimum of 3,000 post-degree hours of supervised experience, by a LPC, LMFT, LCSW, licensed psychologist or licensed physician and surgeon, who is certified in psychiatry by the American Board of Psychiatry and Neurology, over a period of not less than two years

1. Not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting.
2. At least 150 hours in a hospital or community mental health setting.

Examination:

1. Passing score on the **National Clinical Mental Health Counselor Examination** (NCMHCE).
2. Passing score on the **California Law and Ethics Exam**

Appendix D: Determination of Fitness Acknowledgement Form

NOTIFICATION TO SCHOOL PSYCHOLOGY STUDENTS IN CREDENTIAL, MASTER'S, AND Ed.S. COURSES & CLINICAL PRACTICE REGARDING FACULTY COMMUNICATION FOR INDIVIDUAL ACADEMIC AND DISPOSITIONAL GROWTH AND DEVELOPMENT

The College of Education considers it essential to engage in ongoing evaluation of a student's performance in both coursework and clinical practice experiences. To fairly evaluate school psychology candidates and support their preparation for careers in education, we use a variety of data to gain a sense of the academic and professional performance of the candidate. Our communication regarding your development follows the *Standards for Graduate Preparation of School Psychologists* (National Association of School Psychologists, 2010), which specifically states:

> ***Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are that are available from and provided primarily by school psychology program faculty members, as defined in Standard 1.2*** (p. 10)

Regular assessment in our program allows us to examine students' skills through various skill development and clinical classes. Didactic courses provide a theoretical foundation and content development while clinical classes facilitate the development of appropriate skills and dispositions within a practice setting. Our ethics dictate that we attend to the development of skills, traits, knowledge, and dispositions through close supervision of our candidates. The *Standards for Graduate Preparation of School Psychologists* (National Association of School Psychologists2010) specify:

> ***Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies*** (p. 7)

As part of this supervision it is important for faculty and supervisors (both CCDS and field-based supervisors who share the training responsibilities of school psychology students) to be able to discuss the performance of individual students. All faculty members (including part time faculty and non-paid field-based supervisors) are required to ensure that the CSUS school psychology program graduates only high quality professionals.

Finally, appreciating the fact that the decisions made by school psychologists often significantly affect the welfare of children and families, the CSUS *School Psychology Program Handbook* states:

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 psychologist. 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 may also 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 that it serves. Additionally, a student may be required to leave if it is determined that he/she 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' (2010) *Principles for Professional Ethics* (https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf) ***and the*** *Model for Comprehensive and Integrated School Psychological Services* (http://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/2_PracticeModel.pdf).

_____ (initial) I adhere to the NASP principles for professional ethics and understand that I am also held to the *Standards of Student Conduct* as delineated under Title 5, California Code of Regulations, Section 41301 (which can be found in the Appendix C of the CSUS Catalog). In addition, students in school psychology are required to have read the *School Psychology Program Handbook* and are held to these policies regarding student conduct and ethical behavior.

_____ (initial) I give permission for instructors (including faculty members and field-based supervisors) to communicate with each other concerning my academic and/or professional performance and development during my enrollment in courses at California State University, Sacramento.

Student Signature: _____   Date: _____

Appendix E: Fieldwork Activity Log

California State University, Sacramento
College of Education • Graduate and Professional Studies • School Psychology Program

School Psychology Program Fieldwork Activities Log

Fieldworker: _____   Field Supervisor: _____
District: _____   University Supervisor: _____

Fieldwork Hours

In the table below please list the number of hours you spent in your fieldwork assignment during a given day. Place hours in the appropriate column to indicate filed placement setting or settings (ps = preschool, el = elementary school, ms = middle school, hs = high school).

Month	Monday				Tuesday				Wednesday				Thursday				Friday			
	ps	el	ms	hs	ps	el	ms	hs	ps	el	ms	hs	ps	el	ms	hs	ps	el	ms	hs
Week of ___ to ___																				
Week of ___ to ___																				
Week of ___ to ___																				
Week of ___ to ___																				
Week of ___ to ___																				

Totals for this reporting period:	preschool	elementary	middle school	high school	Total Hours

Note: list separately, in the box below hours obtain in a special center or private school setting

Activities Experienced This Month
Indicate Hours Spent in Each Area

Assessment Experiences
_____ Learning Disabled
_____ Emotional Disturbed
_____ Severely Handicapped
_____ Alternative
_____ Section 504
_____ Bilingual/LEP
_____ Preschool/Infant
_____ Manifestation Determination
_____ Autism
_____ Low Incidence
_____ TBI
_____ Intellectual Disability
_____ Behavioral
_____ Other (list)_____

Consultation Experiences
_____ Mental Health
_____ Behavioral
_____ Learning Skills
_____ Social Skills
_____ Parent
_____ Teacher
_____ Administrator
_____ Other (list)_____

Counseling Experiences
_____ Individual
_____ Group
_____ Other (list)_____

Participant
_____ Staff Meetings (school/department)
_____ Other (list)_____

SST/IEP Experiences
_____ SST member/observer
_____ IEP member/observer
_____ Other (list)_____

Observation Experiences
_____ Resource Specialist Program
_____ Special Day Class
_____ Low Incidence Programs
_____ General Education
_____ Autism Programs
_____ Infant/Preschool Programs
_____ Colleague/Supervisor
_____ Student (e.g., for developing interventions)
_____ Special Education Placement Discussions
_____ Other (list)_____

1. Other notable activities not listed above (use back of page if necessary and list hours):

2. Specifically indicate work with ethnically diverse populations (use back of page if necessary and list hours):

3. Specifically indicate experiences within which knowledge of special education laws and regulations were incorporated into plans for meeting student needs (use back of page if necessary and list hours):

Signatures below indicate that this activity log is accurate.

_____   _____
School Psychology Fieldworker   Field Supervisor, Title

Appendix F: School Psychology Early Field Work Expectations

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 CSUS 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 CSUS.

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

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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 CSUS 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 CSUS 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.

_____
CSUS Fieldwork/Internship Coordinator   Date

_____
CSUS School Psychology Fieldworker   Date

_____
CSUS University-based Supervisor   Date

_____
District/Agency Field-based Supervisor   Date

Appendix G: School Psychology Program Internship Activity Log

California State University, Sacramento
College of Education • Graduate and Professional Studies • School Psychology Program
6000 J Street • Eureka Hall 401 • Sacramento, CA 95819-6079
(916) 278-5942 • (916) 278-5993 FAX . http://edweb.csus.edu

School Psychology Program Internship Activities Log

Intern: _____   Field Supervisor: _____
District: _____   University Supervisor: _____

School Psychology Internship Hours

In the table below please list the number of hours you spent in your internship assignment during a given day. Place hours in the appropriate column to indicate placement setting or setting (ps= preschool, el = elementary school, ms = middle school, hs = high school).

Month	Monday				Tuesday				Wednesday				Thursday				Friday			
	ps	el	ms	hs	ps	el	ms	hs	ps	el	ms	hs	ps	el	ms	hs	ps	el	ms	hs
Week of ___ to ___ .																				
Week of ___ to ___ .																				
Week of ___ to ___ .																				
Week of ___ to ___ .																				
Week of ___ to ___ .																				

Totals for this reporting period:	preschool	elementary	middle school	high school	Total Hours

Note: list separately, in the box below hours obtain in a special center or private school setting

```
[                                                                    ]
```

Supervision with Field-based Supervisor: Month _____, Total Supervision Hours _____

Activities Experienced This Month
Check all that apply.

Assessment Experiences
_____ Learning Disabled
_____ Emotional Disturbed
_____ Severely Handicapped
_____ Alternative
_____ Section 504
_____ Bilingual/LEP
_____ Preschool/Infant
_____ Manifestation Determination
_____ Autism
_____ Low Incidence
_____ Behavioral
_____ Other (list)_____

Counseling Experiences
_____ Individual
_____ Group
_____ Other (list)_____

Participant
_____ Staff Meetings (school/department)
_____ Other (list) _____

Consultation Experiences
_____ Behavioral
_____ Learning Skills
_____ Social Skills
_____ Parent
_____ Teacher
_____ Administrator
_____ SST member/observer
_____ IEP member/observer
_____ Other (list)_____

Observation Experiences
_____ Resource Specialist Program
_____ Special Day Class
_____ Low Incidence Programs
_____ General Education
_____ Autism Programs
_____ Infant/Preschool Programs
_____ Colleague/Supervisor
_____ Student
_____ Special Education Placement Discussions
_____ Other (list)_____

Other notable activities not listed above: _____
_____

Specifically indicate work with ethnically diverse populations: _____
_____

Specifically indicate experiences within which knowledge of special education laws and regulations were incorporated into plans for meeting student needs: _____
_____

Signatures below indicate that this activity log is accurate and that the mandated supervision requirement of, on average, 2 hours per week has been met.

_____   _____   _____   _____
School Psychology Intern   Date   Field-based Supervisor   Date

SoB/MH/9-16

Appendix H: Intern Expectations Form

California State University, Sacramento
College of Education • Graduate and Professional Studies • School Psychology Program
6000 J Street • Eureka Hall 401 • Sacramento, CA 95819-6079
(916) 278-5942 • (916) 278-5993 FAX • http://edweb.csus.edu

School Psychology Internship Expectations

_____ Has been offered a school psychology internship in the following school district/agency: _____. This internship will last _____ days. It will begin on _____ and end on _____. The length of each work day will be __ hours.

This document outlines the expectations for interns, school districts/county agencies, and CSUS in the Internship partnership. This information is intended to serve as a general guideline. Circumstances unique to specific interns and districts will be addressed by agreement between the district, the intern, and CSUS.

I.   The following comprise the services to be **provided by the school psychology intern** to the school district/agency[1]. These services shall include, but are not limited to:

   1. Evaluations performed by the intern for the purposes of:
      A.   Special education placement.
      B.   Special education re-evaluation.
      C.   Manifestation determination
      D.   Guidance and consultation.
      E.   Developing special intervention plans such as those related to 504 accommodations and functional behavioral assessments.

   2. Observation of students for the purpose of:
      A.   Providing indirect consultation services to teachers, parents, and other support staff.
      B.   Providing direct therapeutic interventions to students identified as "at risk."

   3. Participation in school-based Student Success Teams 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.

   4. Participation in Individualized Education Program (IEP) team meetings to:
      A.   Observe/participate in the placement of students through the IEP process.
      B.   Observe/participate in the development of intervention plans.

   5. Consultation with staff and parents regarding behavioral, learning, and social issues.

   6. Provide both individual and group counseling services.

II   The following comprise the services given to the CSUS school psychology intern **by the school district or agency**. These services shall include, but are not limited to:

---

[1] While the services listed here are the same as those provided by credentialed school psychologists, school psychology interns are not expected to provide the same level of services as credentialed school psychologists. For example, their school assignments/caseloads should be significantly less than that of the district's typical school psychologist.

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1. Ensure that the intern is given the opportunity to engage in a broad range of school psychologist activities. These activities shall include (but should not be limited to) the following:

    A. Evaluations performed by the intern for the purposes of:
        i.   Special education placement.
        ii. Special education re-evaluation.
        iii. Manifestation determinations.
        iv. Guidance and consultation.
        v.   Developing special intervention plans such as those related to 504 accommodations and functional behavioral assessments.

    B. Observation of students for the purpose of:
        i.   Providing indirect consultation services to teachers, parents, and other support staff.
        ii. Providing direct therapeutic interventions to students identified as "at risk."

    C. Participation in school-based Student Success Teams in order to:
        i.   Provide pre-referral services prior to formal special education assessment.
        ii. Obtain opportunities for consultation at individual school sites.
        iii. Provide linkages to outside services for parents, students and teachers.

    D. Participation in Individualized Education Program (IEP) team meetings to:
        i.   Observe/participate in the placement of students through the IEP process.
        ii. Observe/participate in the development of intervention plans.

    E. Consultation with staff and parents regarding behavioral, learning, and social issues.

    F. Provide both individual and group counseling services.

2. Individual supervision by a credentialed school psychologist employed by the participating school district.
    A. The intern field supervisor shall have a minimum of 2 years of employment experience as a school psychologist within the school district or agency.
    B. Intern field supervisors shall be responsible for no more than 2 interns
    C. The school psychology intern shall be provided with supervision on a scheduled basis. An average minimum of two (2) hours per week of supervision shall be provided to the school psychology intern. It is expected that such supervision will be especially intense at the start of the internship.
    D. The supervisor shall assist the intern in becoming acculturated to the school district.
    E. The supervisor shall monitor the intern's workload for appropriateness.
    F. Interns shall have access to district personnel for crisis intervention.

3. Providing a record of internship hours completed and the nature of services provided. The forms used for this purpose shall be given to the field supervisor by the school psychology intern.

4. Providing a written evaluation of the school psychology intern at the end of the fall and spring semesters. The forms used for this purpose shall be given to the field supervisor by the school psychology intern. The evaluation completed at the end of the spring semester serves to document the field supervisor's determination of the school psychology intern's readiness to begin work as a credentialed school psychologist.

5. Appropriate administrative support, reflecting a commitment to the internship as a training experience, which includes:
   A. A written contractual agreement specifying the period of appointment and terms of compensation (this contract shall be used to determine the number of credit hours the student receives for the internship).
   B. Provision of the same level of professional liability coverage as is made available to all other district employees or volunteers.
   C. A schedule of appointment consistent with that of district/agency school psychologists.
   D. Provision for participation in continuing professional development activities. This includes release time for state and national school psychology conferences.
   E. Expense reimbursement consistent with policies for district/agency psychologists.
   F. Provision of an appropriate work environment.
   G. Release time for the school psychology intern's field supervisors so that they may provided quality intern superivsion.

III. The following comprise the services **provided by the CSUS School Psychology Program** in the supervision and continued professional development of the school psychology intern. These include, but are not limited to:

1. Ongoing instruction aimed at upgrading intern skill level relative to school district needs.

2. Consultation with the district, supervising psychologist regarding intern services and performance, including at least two site visits (one per semester), and phone contacts as needed.

4. Obtaining feedback from districts to upgrade the overall level of services mutually rendered.

5. Supervision of interns, in consultation with the supervising field psychologist.

6. Monitoring of the Internship Activities Log to assure that the intern is engaging in a broad array of activities.

7. CSUS School Psychology Program University-based supervisors shall be responsible for no more than 12 interns at any one time.

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

_____   _____
CSUS School Psychology Intern/date   CSUS Fieldwork/Internship Coordinator/date

_____   _____
District/Agency Field Supervisor/date   CSUS University Supervisor/date

Appendix I: Intern Evaluation Questions

SUPERVISORS: Thank you for your valuable contributions to the training of a CSUS School Psychology Intern. Please use the following electronic form to evaluate intern progress. You may save your responses and return to complete the evaluation over several days. At a minimum the intern should receive an evaluation using this form in fall/winter (in or around late November) and spring/summer (in or around May). The intern is not required to be rated at the highest level in any area, but we do expect ratings of 3 or 4 in most areas by the end of the internship experience.

Please review all evaluation items carefully; response is required on all items involving a rating scale. If you have not had the opportunity to observe the intern in a given activity, rate it as N/A. While N/A ratings may exist on fall semester evaluations, every effort should be made to rate all items in the spring evaluation. While they are not required, comments in each of the functional areas listed below would be most helpful to both the intern and to the CSUS school psychology faculty.

To retain a signed copy of your completed evaluation, please select "Download PDF" on the final evaluation submission page.

Please rate the School Psychology Intern's performance based on the following scale:
N/A   Not applicable or not observed. This rating should be used when the activity in question is not part of placement expectations or the rater has not had the opportunity to observe or rate the intern on this item.
1   Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the intern's suitability for this field of work should be evaluated. Bottom 5%.
2   Below Standard. Performance is below average. An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment. Bottom 15%.
3   Standard. Most interns will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of interns in this range meets normal expectations. Middle 50%.
4   Above Standard. Performance and judgment of interns in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers. Upper 15%.
5   Outstanding. Performance is recognizably and decidedly better than a large proportion of other interns. Upper 5%.

NASP Domain 1: Data-Based Decision Making
Q1 The intern has knowledge of varied models and methods of assessment that yield information useful in identifying a young person's strengths and needs, in understanding problems, and in measuring progress and accomplishments.

Q2 The intern uses such models and methods as part of a systematic process to collect data and other information, translates assessment results into empirically-based decisions about service delivery, and evaluates the outcomes of services.

Q3 Data-based decision-making permeates every aspect of the intern's professional practice.

Q4 The intern demonstrates knowledge of procedures for using norm-referenced test instruments.

Q5 The intern is able to organize test data into written reports.

Q6 The intern demonstrates the ability to interpret test data for teachers, parents, and other professionals.

Q7 The intern demonstrates the ability to integrate norm-referenced test results with data collected from other sources (i.e., academic and medical records, interviews with parents, classroom observations).

Q8 The intern demonstrates the ability to evaluate the adequacy of available test data in a given case in order to identify gaps.

Q9 The intern demonstrates competency in the selection, administration, and interpretation of alternative assessment techniques.

NASP Domain 2: Consultation & Collaboration

Q10 The intern is knowledgeable about behavioral, mental health, collaborative, and/or other consultation models and methods and of applies them appropriately in unique scenarios.

Q11 The intern collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

Q12 The intern develops professional relationships with consultees that involve open and effective communication.

Q13 The intern exhibits comfort, clarity of expression, and mutuality of discussion in work with consultees.

Q14 The intern shows respect for consultees.

Q15 The intern demonstrates adaptability in working with consultees from diverse racial, ethnic, and socioeconomic backgrounds.

Q16 The intern utilizes the consulting relationship to explore facets of the problem and possible alternatives for dealing with the problem.

Q17 The intern demonstrates adaptability in addressing a variety of challenges that occur in a school setting (e.g., student behavioral or social-emotional concerns; classroom management concerns).

Q18 The intern maintains visibility and accessibility within assigned schools.

NASP Domain 3: Interventions & Instructional Support to Develop Academic Skills

Q19 The intern demonstrates knowledge of human learning processes, techniques to assess these processes, and school-based services applicable to the development of cognitive and academic skills.

Q20 The intern, in collaboration with others...

1. Develops appropriate goals for students with different cognitive and academic profiles.
2. Matches evidence-based interventions to identified cognitive and academic skill deficits.
3. Monitors implementation of interventions for cognitive and academic skill deficits.
4. Evaluates the effectiveness of interventions for cognitive and academic skill deficits.

NASP Domain 4: Interventions & Mental Health Services to Develop Social & Life Skills

Q21 The intern demonstrates knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

Q22 The intern, in collaboration with others...

1. Develops appropriate behavioral, affective, adaptive, and social goals for students with various profiles of strengths and needs.
2. Matches evidence-based interventions to identified behavioral, affective, adaptive, and social skill deficits.
3. Monitors implementation of behavioral, affective, adaptive, and social skills interventions.
4. Evaluates the effectiveness of behavioral, affective, adaptive, and social skills interventions.

NASP Domain 5: School Wide Practices to Promote Learning

Q23 The intern demonstrates knowledge of general education, special education, and other educational and related services.

Q24 The intern demonstrates understanding of schools and other settings as systems.

Q25 The intern works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Q26 The intern works to develop school-wide positive behavior systems of support.

NASP Domain 6: Preventive & Responsive Services

Q27 The intern has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

Q28 The intern provides or contributes to the selection and implementation of prevention and intervention programs that promote the mental health and physical well-being of students.

NASP Domain 7: Family School Collaboration Services

Q29 The intern has knowledge of family systems, including family strengths and influences on student development, learning, and behaviors, and of methods to involve families in education and service delivery.

Q30 The intern works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Q31 The intern demonstrates the ability to identify and access school and community resources.

Q32 The intern shows concern, respect, and sensitivity for the needs of staff, students, and families.

NASP Domain 8: Diversity in Development and Learning

Q33 The intern demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

Q34 The intern demonstrates the sensitivity and skills needed to work with individuals of diverse backgrounds and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Q35 The intern demonstrates acceptance of others' values and viewpoints.

Q36 The intern reflects an attitude of inquiry through consistent personal effort to seek further knowledge concerning aspects of cultural identity.

NASP Domain 9: Research & Program Evaluation
Q37 The intern demonstrates knowledge of research, statistics, and evaluation methods.
Q38 The intern evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

NASP Domain 10: Legal, Ethical, & Professional Practice
Q39 The intern has knowledge of the history and foundations of the profession.
Q40 The intern demonstrates knowledge of public policy development applicable to services for children and families.
Q41 The intern demonstrates knowledge of ethical, professional, and legal standards.
Q42 The intern practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development, including:
1. Presenting a good personal appearance
2. Demonstrating dependability
3. Meeting difficult situations with self-control
4. Demonstrating good judgment and common sense
5. Communicating and listening effectively
6. Relating well to children
7. Using constructive criticism
8. Displaying initiative and resourcefulness
9. Showing evidence of continuing self-evaluation
10. Showing an awareness of the scope and limitations of his/her role as a school psychologist

Q43 The intern practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development, including:
1. Demonstrating an awareness of personal capabilities and limitations
2. Observing scheduled hours and appointments at assigned school(s) in a punctual manner
3. Consistently following through when additional action is needed
4. Seeking guidance and assistance from supervisor(s)
5. Establishing appropriate work priorities and managing time effectively
6. Promptly meeting deadlines, responding to referrals, and submitting written reports
7. Demonstrating ability in oral expression with individuals
8. Demonstrating ability in oral expression with groups
9. Demonstrating ability in written expression
10. Demonstrating knowledge of school's recording and reporting procedures

Overall School Psychology Intern Evaluation

Q44 I would recommend this intern for employment as a school psychologist in our district.
Yes   No   Maybe

Q45 The checklists below will serve to assure that the intern is obtaining experience in a broad array of services. Any experience(s) not provided at the time of the initial evaluation should be provided before the final evaluation. Please check all experiences that apply related to Assessment Experiences.
1. Learning Disabled
2. Emotional Disturbed
3. Severely Handicapped
4. Alternative
5. Section 504
6. Bilingual
7. Preschool
8. Manifestation Determination
9. Autism
10. Low Incidence
11. Other

Q46 Please check all experiences that apply related to Counseling Experiences.
1. Individual
2. Group
3. Elementary School
4. Middle School
5. High School (Comprehensive)
6. High School (Alternative)
7. Other (clarify below)

Q47 Please check all experiences that apply related to Consultation Experiences.
1. Behavioral
2. Learning Skills
3. Social Skills
4. Parent
5. Teacher
6. Other (clarify below)

Q48 Please check all experiences that apply related to Program Observation Experiences.
1. Resource Specialist Program
2. Special Day Class
3. Low Incidence Programs
4. General Education

5. Autism Programs
6. Infant/Preschool Programs
7. Other (clarify below)

DIRECTIONS FOR SUBMISSION: Thank you for completing the CSUS Intern Evaluation. On the next page, you will have an option to download all your ratings. Please download your ratings, print a copy, discuss it with the CSUS intern, and provide a physical copy with supervisor and fieldworker signatures to the CSUS faculty. Please also scroll to the bottom of the summary sheet and press the forward button to submit your final responses.

Q49 Supervisor Signature.

Q50 Intern Signature. Note: The student's signature indicates that he or she has read the evaluation with the supervisor's feedback. It does not indicate agreement or disagreement with the supervisor's ratings.

Appendix J: Fieldwork Evaluation Questions

CSUS School Psychology Program Fieldworker Evaluation

SUPERVISORS: Thank you for your valuable contributions to the training of a CSUS School Psychology Fieldworker. Please use the following electronic form to evaluate fieldworker progress. You may save your responses and return to complete the evaluation over several days. At a minimum the fieldworker should receive an evaluation using this form in fall/winter (in or around late November) and spring/summer (in or around May). The fieldworker is not required to be rated at the highest level in any area, but we do expect ratings of 3 or 4 in most areas by the end of the fieldwork experience.

Please review all evaluation items carefully; response is required on all items involving a rating scale. If you have not had the opportunity to observe the fieldworker in a given activity, rate it as N/A. While N/A ratings may exist on fall semester evaluations, every effort should be made to rate all items in the spring evaluation. While they are not required, comments in each of the functional areas listed below would be most helpful to both the fieldworker and to the CSUS school psychology faculty.

To retain a signed copy of your completed evaluation, please select "Download PDF" on the final evaluation submission page.

Please rate the School Psychology Fieldworker's performance based on the following scale:

N/A   **Not applicable or not observed.** This rating should be used when the activity in question is not part of placement expectations or the rater has not had the opportunity to observe or rate the intern on this item.
1   **Poor.** Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the fieldworker's suitability for this field of work should be evaluated. Bottom 5%.
2   **Below Standard.** Performance is below average. A fieldworker whose performance consistently falls in this range requires improvement to function effectively in a professional environment. Bottom 15%.
3   **Standard.** Most fieldworkers will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of fieldworkers in this range meets normal expectations. Middle 50%.
4   **Above Standard.** Performance and judgment of fieldworkers in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers. Upper 15%.
5   **Outstanding.** Performance is recognizably and decidedly better than a large proportion of other fieldworkers. Upper 5%.

NASP Domain 1: Data-Based Decision Making

Q1 The fieldworker has knowledge of varied models and methods of assessment that yield information useful in identifying a young person's strengths and needs, in understanding problems, and in measuring progress and accomplishments.

Q2 The fieldworker uses such models and methods as part of a systematic process to collect data and other information, translates assessment results into empirically-based decisions about service delivery, and evaluates the outcomes of services.

Q3 Data-based decision-making permeates every aspect of the fieldworker's professional practice.

Q4 The fieldworker demonstrates knowledge of procedures for using norm-referenced test instruments.

Q5 The fieldworker is able to organize test data into written reports.

Q6 The fieldworker demonstrates the ability to interpret test data for teachers, parents, and other professionals.

Q7 The fieldworker demonstrates the ability to integrate norm-referenced test results with data collected from other sources (i.e., academic and medical records, interviews with parents, classroom observations).

Q8 The fieldworker demonstrates the ability to evaluate the adequacy of available test data in a given case in order to identify gaps.

Q9 The fieldworker demonstrates competency in the selection, administration, and interpretation of alternative assessment techniques.

NASP Domain 2: Consultation & Collaboration

Q10 The fieldworker is knowledgeable about behavioral, mental health, collaborative, and/or other consultation models and methods and of applies them appropriately in unique scenarios.

Q11 The fieldworker collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

Q12 The fieldworker develops professional relationships with consultees that involve open and effective communication.

Q13 The fieldworker exhibits comfort, clarity of expression, and mutuality of discussion in work with consultees.

Q14 The fieldworker shows respect for consultees.

Q15 The fieldworker demonstrates adaptability in working with consultees from diverse racial, ethnic, and socioeconomic backgrounds.

Q16 The fieldworker utilizes the consulting relationship to explore facets of the problem and possible alternatives for dealing with the problem.

Q17 The fieldworker demonstrates adaptability in addressing a variety of challenges that occur in a school setting (e.g., student behavioral or social-emotional concerns; classroom management concerns).

Q18 The fieldworker maintains visibility and accessibility within assigned schools.

NASP Domain 3: Interventions & Instructional Support to Develop Academic Skills

Q19 The fieldworker demonstrates knowledge of human learning processes, techniques to assess these

Q20 The fieldworker, in collaboration with others...
1. Develops appropriate goals for students with different cognitive and academic profiles.
2. Matches evidence-based interventions to identified cognitive and academic skill deficits.

3. Monitors implementation of interventions for cognitive and academic skill deficits.
4. Evaluates the effectiveness of interventions for cognitive and academic skill deficits.

NASP Domain 4: Interventions & Mental Health Services to Develop Social & Life Skills
Q21 The fieldworker demonstrates knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
Q22 The fieldworker, in collaboration with others...
1. Develops appropriate behavioral, affective, adaptive, and social goals for students with various profiles of strengths and needs.
2. Matches evidence-based interventions to identified behavioral, affective, adaptive, and social skill deficits.
3. Monitors implementation of behavioral, affective, adaptive, and social skills interventions.
4. Evaluates the effectiveness of behavioral, affective, adaptive, and social skills interventions.

NASP Domain 5: School Wide Practices to Promote Learning
Q23 The fieldworker demonstrates knowledge of general education, special education, and other educational and related services.
Q24 The fieldworker demonstrates understanding of schools and other settings as systems.
Q25 The fieldworker works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
Q26 The fieldworker works to develop school-wide positive behavior systems of support.

NASP Domain 6: Preventive & Responsive Services
Q27 The fieldworker has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
Q28 The fieldworker provides or contributes to the selection and implementation of prevention and intervention programs that promote the mental health and physical well-being of students.

NASP Domain 7: Family School Collaboration Services
Q29 The fieldworker has knowledge of family systems, including family strengths and influences on student development, learning, and behaviors, and of methods to involve families in education and service delivery.
Q30 The fieldworker works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
Q31 The fieldworker demonstrates the ability to identify and access school and community resources.
Q32 The fieldworker shows concern, respect, and sensitivity for the needs of staff, students, and families.

NASP Domain 8: Diversity in Development and Learning

Q33 The fieldworker demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

Q34 The fieldworker demonstrates the sensitivity and skills needed to work with individuals of diverse backgrounds and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

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NASP Domain 9: Research & Program Evaluation

Q37 The fieldworker demonstrates knowledge of research, statistics, and evaluation methods.

Q38 The fieldworker evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

NASP Domain 10: Legal, Ethical, & Professional Practice

Q39 The fieldworker has knowledge of the history and foundations of the profession.

Q40 The fieldworker demonstrates knowledge of public policy development applicable to services for children and families.

Q41 The fieldworker demonstrates knowledge of ethical, professional, and legal standards.

Q42 The fieldworker practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development, including:

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2. Demonstrating dependability
3. Meeting difficult situations with self-control
4. Demonstrating good judgment and common sense
5. Communicating and listening effectively
6. Relating well to children
7. Using constructive criticism
8. Displaying initiative and resourcefulness
9. Showing evidence of continuing self-evaluation
10. Showing an awareness of the scope and limitations of his/her role as a school psychologist

Q43 The fieldworker practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development, including:

1. Demonstrating an awareness of personal capabilities and limitations
2. Observing scheduled hours and appointments at assigned school(s) in a punctual manner
3. Consistently following through when additional action is needed
4. Seeking guidance and assistance from supervisor(s)
5. Establishing appropriate work priorities and managing time effectively
6. Promptly meeting deadlines, responding to referrals, and submitting written reports

7. Demonstrating ability in oral expression with individuals
8. Demonstrating ability in oral expression with groups
9. Demonstrating ability in written expression
10. Demonstrating knowledge of school's recording and reporting procedures

Overall School Psychology Fieldworker Evaluation
Q44 I would recommend this fieldworker for employment as an intern school psychologist in our district.　　Yes　No　Maybe

Q45 The checklists below will serve to assure that the fieldworker is obtaining experience in a broad array of services. Any experience(s) not provided at the time of the initial evaluation should be provided before the final evaluation. Please check all experiences that apply related to Assessment Experiences.
1. Learning Disabled
2. Emotional Disturbed
3. Severely Handicapped
4. Alternative
5. Section 504
6. Bilingual
7. Preschool
8. Manifestation Determination
9. Autism
10. Low Incidence
11. Other

Q46 Please check all experiences that apply related to Counseling Experiences.
1. Individual
2. Group
3. Elementary School
4. Middle School
5. High School (Comprehensive)
6. High School (Alternative)
7. Other (clarify below)

Q47 Please check all experiences that apply related to Consultation Experiences.
1. Behavioral
2. Learning Skills
3. Social Skills
4. Parent
5. Teacher
6. Other (clarify below)

Q48 Please check all experiences that apply related to Program Observation Experiences.
1. Resource Specialist Program
2. Special Day Class
3. Low Incidence Programs
4. General Education
5. Autism Programs
6. Infant/Preschool Programs
7. Other (clarify below)

DIRECTIONS FOR SUBMISSION: Thank you for completing the CSUS Fieldworker Evaluation. On the next page, you will have an option to download all your ratings. Please download your ratings, print a copy, discuss it with the CSUS fieldworker, and provide a physical copy with supervisor and fieldworker signatures to the CSUS faculty. Please also scroll to the bottom of the summary sheet and press the forward button to submit your final responses.

Q49 Supervisor Signature.

Q50 Fieldworker Signature. Note: The student's signature indicates that he or she has read the evaluation with the supervisor's feedback. It does not indicate agreement or disagreement with the supervisor's ratings.

Appendix K: The School Psychology Portfolio

The School Psychology Portfolio is used as a **formative** evaluation tool throughout the candidate's enrollment in the CSUS school psychology training program. At the conclusion of the internship it is used as a **summative** evaluation. During the internship year a Behavior Intervention Case Study, an Academic Intervention Case Study, and a Psycho-educational Evaluation will be submitted by all interns and evaluated using criteria similar to that employed in EDS 240, EDS 243, and EDS 246A. It will also include an updated resume and the final School Psychology Internship Evaluation Form. **The Portfolio is aligned with the *NASP Practice Model 10 Domains* and the NASP *Standards for Graduate Preparation of School Psychologists* approximately as follows:**

NASP Domain/Standard	Applicable Items from Portfolio
Domain **2.1** *Data-Based Decision-Making and Accountability* Standard **II** *Practices That Permeate all Aspects of Service Delivery: Data-Based Decision-Making and Accountability*	1. Developmental and Health History Questionnaire (element #2) 2. GATE Evaluation (element #5) 3. Psychoeducational Evaluations (elements #8, 15, & 22) 4. FBA (element #10) 5. BIP (elements #11 & 20) 6. Academic Intervention Case Study (elements #12 & 21) 7. Assessment Resources Notebook (element #9) 8. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 9. Final Intern Evaluation (element #19)
Domain **2.2** *Consultation and Collaboration* Standard **III** *Practices That Permeate all Aspects of Service Delivery: Consultation and Collaboration*	1. FBA (element #10) 2. BIP (elements #11 & 20) 3. Academic Intervention Case Study (elements #12 & 21) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Final Intern Evaluation (element #19)
Domain **2.3** *Interventions and Instructional Support to Develop Academic Skills* Standard **IV**, Element **4.1** *Direct and Indirect Student Level Services: Interventions and Instructional Support to Develop Academic Skills*	1. Developmental and Health History Questionnaire (element #2) 2. CHC Handout (element #6) 3. Psychoeducational Evaluations (elements #8, 15, & 22) 4. FBA (element #10) 5. BIP(elements #11 & 20) 6. Disability Information pamphlet (element # 14) 7. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 8. Final Intern Evaluation (element #19)
Domain **2.4** *Interventions and Mental Health Services to Develop Social and Life Skills* Standard **IV**, Element **4.2** *Direct and Indirect Student Level Services: Interventions and Mental Health Services to Develop Social and Life Skills*	1. Abstract of group curriculum (element #4) 2. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 3. Final Intern Evaluation (element #19) 4. Crisis Intervention Script (element #16) 5. Suicide Intervention Script (element #17)
Domain **2.5** *School-Wide Practices to Promote Learning* Standard **V**, Element **5.1** *Direct and Indirect Services: Systems Level Services –Schools. School-Wide Practices to Promote Learning*	1. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 2. Final Intern Evaluation (element #19)
Domain **2.6** *Preventive and Responsive Services* Standard **V**, Element **5.2** *Direct and Indirect Services: Systems Level Services –Schools. Preventive and Response Services*	1. Assessment Resources Notebook (element #9) 2. Crisis Intervention Script (element #16) 3. Academic Intervention Case Study (element #12) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Suicide Intervention Script (element #17) 6. Final Intern Evaluation (element #19)
Domain **2.7** *Family–School Collaboration Services* Standard **VI** *Direct and Indirect services: Systems Level Services-Family*	1. Disability Information Pamphlet (element 14) 2. Final Intern Evaluation (element #19) 3. Academic Intervention Case Study (elements #12 & 21)
Domain **2.8** *Diversity in Development and Learning* Standard **VII** *Foundations of School Psychologists' Service Delivery: Diversity*	1. Disability Information pamphlet (element # 14) 2. CHC Handout (element #6) 3. Academic Intervention Case Study (element #12) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Final Intern Evaluation (element #19)
Domain **2.9** *Research and Program Evaluation* Standard **VIII**, Element **8.1** *Foundations of School Psychologists' Service Delivery: Research and Program Evaluation*	1. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 2. Final Intern Evaluation (element #19)
Domain **2.10** *Legal, Ethical, and Professional Practice* Standard **VIII**, Element **8.2** *Foundations of School Psychologists' Service Delivery: Legal, Ethical, and Professional Practice*	1. Resume (element #1a, b, c, d, e) 2. Abstract of Group Curriculum (element # 4) 3. Psychoeducational Evaluations (elements #8, 15, & 22) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Final Intern Evaluation (element #19)

PORTFOLIO OUTLINE

The portfolio serves several purposes:

➢ First, it will provide documentation of the competencies that you have developed while in the CSUS School Psychology Program.
➢ Second, it will allow you and the faculty to note any omissions in instruction, program, or competencies.
➢ Third, it will help you to better understand the knowledge base and skills pertinent to your practice as a school psychologist.
➢ Fourth, it will be a valuable document for presenting to prospective employers your competencies and experiences.
➢ Fifth, it will be a useful tool as you begin your school psychology practice.

Each semester you will be expected to add to your portfolio and have it reviewed by a faculty member. At the conclusion of your course work, during the internship year, your faculty advisor and/or Internship supervisors, will need to verify that the portfolio has been completed.

There are several approaches to constructing your portfolio and each person has his or her own approach. Because your portfolio is both a personal and public document it is important that it reflect your individuality as well as meet certain standards as to content. Here are some suggestions that we have for how you might organize your portfolio.

1. Resume

2. The following sections in which you would include examples of your work that are listed on the following page. You also might include in each section a list of relevant coursework completed:
   a. Consultation
   b. Intervention
   c. Assessment
   d. Counseling
   e. Resources
   f. Research
   g. Law and Ethics

3. A list of your course work and/or a copy of your transcripts

4. Certificates/credentials/honors

5. Other items that reflect what you consider your strengths. This is a document to be proud of, so enjoy showing off your skills! For example, CASP or NASP presentations.

PORTFOLIO EVALUATION
The Portfolio must include, but shall not be limited to, the following documents
Keep this sheet in the front of your binder so that faculty can review and check off that the required documents are present.

Name: _____   Advisor: _____

Items initialed by instructor have been adequately met and are included in the portfolio.

Semester One: Fall semester, first year evaluation (EDS 245 instructor)
_____ 1a. Resume (which will be updated each semester)
_____ 2. Developmental/Health History Questionnaire (from EDS 248)
_____ 3. School Psychology Hotsheet (from EDS 245)
_____ 4. Abstract of group curriculum (from EDS 231)

_____ _____

Semester Two: Spring semester, first year (EDS 242A instructor)
_____ 1b. Updated Resume
_____ 5. GATE evaluation (from EDS 242B)
_____ 6. CHC Handout (from EDS 242A)
_____ 7. Client Case Study (from EDS 241)

_____ _____

Semester Three: Fall semester, second year (EDS 439A instructor)
_____ 1c. Updated Resume
_____ 8. Psychoeducational evaluation (from EDS 243A)
_____ 9. Assessment Resources Notebook (from EDS 244)
_____ 10. Functional Behavioral Assessment (FBA, from EDS 240)
_____ 11. Behavior Intervention Plan (BIP, from EDS 240)
_____ 12. Academic Intervention Case Study (from EDS 246A)
_____ 13. Early Fieldwork in School Psychology Evaluation Form (from EDS 439A)

_____ _____

Semester Four: Spring semester, second year (EDS 439B instructor)
_____ 1d. Updated Resume
_____ 14. Disability information pamphlet (from EDS 247)
_____ 15. Psychoeducational evaluation (from EDS 243B)
_____ 16. Crisis Intervention script (from EDS 246B)
_____ 17. Suicide Intervention script (from EDS 246B)
_____ 18. Early Fieldwork Evaluation Form (from EDS 439B)

_____ _____

Semesters Five & Six: Internship, third year (EDS 441B instructor and/or Internship Coordinator)
_____ 1e. Updated Resume
_____ 19. School Psychology Internship Evaluation Form
_____ 20. Behavioral Intervention Case Study
_____ 21. Academic Intervention Case Study
_____ 22. Psychoeducational evaluation
_____ _____ Selected materials (determined by supervisor & intern)