

# SCHOOL PSYCHOLOGY FIELDWORK HANDBOOK FOR SUPERVISORS



**California State University, East Bay  
Educational Psychology Department**

<http://www.csueastbay.edu/epsy/index.html>

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Greetings School Psychology Fieldwork Supervisor!

**Thank you** for your professionalism and your willingness to supervise a school psychologist-in-training from California State University, East Bay (CSUEB)! Supervising speaks to your professionalism and commitment to the field. Supervising psychologists-in-training can be fulfilling because you mentor your colleagues for the twenty-first century. Experienced supervisors will find some of the requirements listed in the **Handbook** a new experience that helps candidates document how they fulfill requirements defined by the California Commission on Teacher Credentialing (CCTC).

*Please read this Handbook and review with your First-Year Fieldworker, 2<sup>nd</sup>-Year Advanced Fieldworker, or 3<sup>rd</sup>-Year Intern.* Most placement questions are addressed in this **Handbook**. Please call or email your trainee's University supervisor ASAP if you have any questions or concerns.

Please see the section, **Summary of Expectations by year of Field Placement**, for an overview of your trainee's caseload and counseling/assessment expectations for the year.

We have written this Supervisors' Handbook to (1) provide an overview of our program; (2) outline students' and supervisors' requirements and responsibilities; and (3) present resources for supervisors' professional reflection and evaluation of trainees. As you prepare for your role as a supervisor, we invite you to complete the "*What characteristics are needed by an effective supervisor*" questionnaire developed by the Association for Counselor Education and Supervision. The results are for your own reflection and preparation for your role as a supervisor.

In order to increase the quality of responsiveness and communication necessary for potential crises, we have added important information and forms in this Handbook's CRISIS section. For all ethical dilemmas, mandated reporting situations, or potential crises, our trainees are now required to submit a **Confidential Incident Reporting Form (CIRF)** to school and University Supervisors. Please review with your trainee.

Please encourage school psychologist-in-training to become active professionals in the California Association of School Psychologists (CASP) at [www.casponline.org](http://www.casponline.org) or the National Association of School Psychologists (NASP) at [www.nasponline.org](http://www.nasponline.org).

We welcome any feedback you may have regarding this Handbook and plan to make on-going improvements based on your suggestions. We feel that this is a collaborative process between our program and yourself. Feel free to call or e-mail me at [greg.jennings@csueastbay.edu](mailto:greg.jennings@csueastbay.edu) if you have any questions or suggestions.

Thank you again for your support and for your dedicated supervision of our trainees.

Sincerely,

**Greg Jennings**

Greg Jennings, Ph.D.

Professor

Coordinator of School Psychology

## PROGRAM OVERVIEW

### A Brief History of the School Psychology Program

School Psychology Program was formally introduced as a distinctive course of study within the Department of Educational Psychology in 1972, and was submitted to the Teacher Preparation and Licensing Board as an experimental program in anticipation of the Ryan Act. Following its first formal approval under the Ryan legislation in 1976, the program has been revised many times in response to the changing needs of schools, families, and children. Our students have been strong allies in this evolving process of program revision, as have our on-site supervisors, our district employers, our Program Advisory Boards, and other constituent groups.

The program gathers annual and quarterly data from students, recent graduates, supervisors and other members of the professional community. Results of these data are then used to guide program modification and improvement as necessary. As an example of historic improvement, our program attained full approval by the National Association of School Psychologists (NASP) in 1995.

### What We Stand For

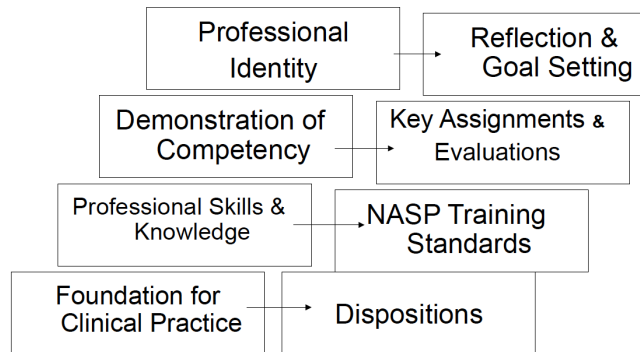
#### *Mission, Philosophy, and Goals*

The ***Mission*** of the College of Education and Allied Studies is, “**To prepare collaborative leaders committed to professional excellence, social justice and democracy who will influence a diverse and interconnected world.**” The School Psychology (SP) Program promotes social justice and equity through the competent training of school psychology candidates.

The ***Philosophy*** of the SP Program at CSUEB is to train graduate students in evidenced-based practice to promote Social Justice and Equity to diverse school communities. Social justice is the call to provide all pupils with the support, skills, services they need to reach their full potential in spite of poverty and other significant challenges.

The ***Goals*** of the program are to provide training, instruction, field-based placements, and cohort learning opportunities to promote four levels of trainee development; 1) Foundation for Clinical Practice, 2) Professional Skills and Knowledge, 3) Demonstration of Competency, and 4) Professional Identity. Here is a CSUEB Model of Professional Development.

## Professional Development in School Psychology



### *Delivery*

The knowledge, values, and skills promoted as part of the educational process includes the following program parameters:

- 3-year Course of Study
- Fieldwork Integrated with Course Work
- Full-time Internship in Third Year
- Community Counseling Clinic Experience
- Culminating Examination (Praxis II)
- Professional Portfolio

### *Continuous Improvement*

The SP Program conducts ongoing Assessment and Evaluation of its candidates and of the Programs' effectiveness. The following are examples of candidate and Program assessment areas:

#### Candidate Progress-

- Portfolio Review
- Student Course Evaluations
- Fieldwork Supervisor Telephone Check-ins
- Annual Faculty-Student Check-Ins
- Weekly Faculty Staffings

#### Program Improvement-

- Program Advisory Committee
- Alumni Evaluations of Program
- Employer Satisfaction Surveys

## Cohort

The program uses a cohort system. A "cohort" is a group of professionals who enter, move through, and graduate from the program in the same group, at the same time. Cohorts foster learning communities where professionals-in-training from both School Counseling and School Psychology take core courses together and support each other in Intervention, Consultation, Assessment, Research, and Education (I CARE).

## Faculty

Faculty members in the Department of Educational Psychology have expertise in strength-based intervention, social-emotional and cognitive behavioral intervention and assessment, neuropsychological assessment of learning disabilities, child therapy, and consultation.

### School Psychology Core Faculty

Jack Davis, Ph.D. (Department Chair)  
University of California, Berkeley

Greg Jennings, Ph.D. (Program Coordinator)  
University of California, Berkeley

Oanh Tran, Ph.D.  
University of Oregon

### Research Focus

Dyslexia, Nonverbal Learning Disorders,  
Learning Disability, Neuropsychology

Strength-Based Multicultural Consultation  
Wellnes as Anti-Racism Work

Social and emotional learning, Response to  
Intervention (RtI), Functional Assessment

### Associated Pupil Personnel Services (PPS) Faculty

Janet Logan, Ph.D. (Counseling Program)

Marriage and Family Therapy (MFT),  
Play Therapy, ethics and law

Rolla Lewis, Ed.D. (Counseling Program)

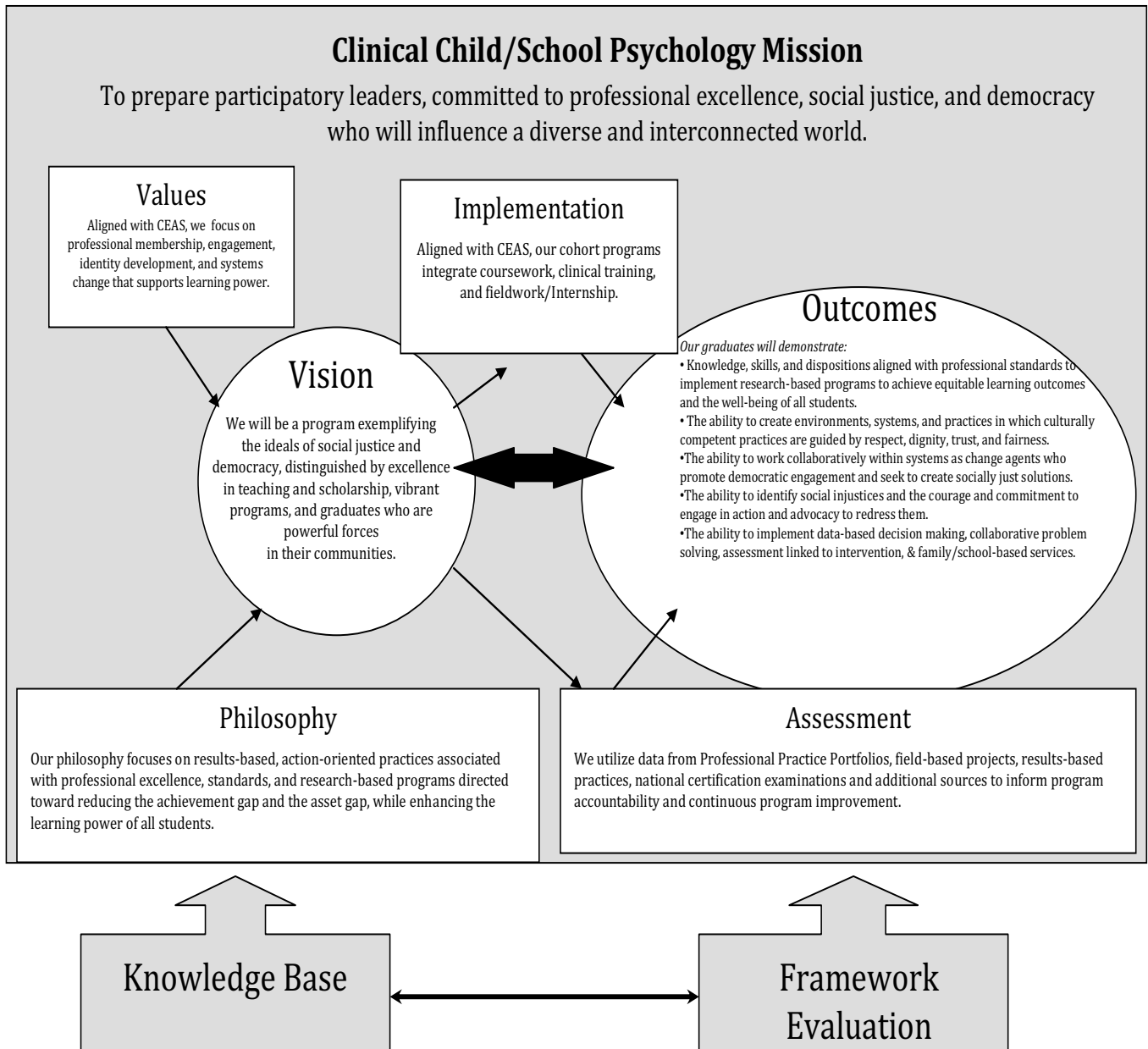
Resilience, systems change, wellness,  
professional identity development

## Program Advisory Committee

The Program relies heavily on the feedback of our fieldwork supervisors in improving the effectiveness of instruction and training to meet the changing demands of public schools and diverse communities. Please stay in touch with our University supervisors and do join our Advisory Committee to support ongoing improvement in our students' training experience. Advisory Members meet one or two times annually to improve mutual communication of important topics or concerns, collaborate in district-University problem-solving, and highlight

areas of Program strengths and weaknesses. We appreciate your help in being an Advisory Member.

Figure 1. Clinical Child/School Psychology Conceptual Framework





## NASP'S POSITION STATEMENT ON SUPERVISION IN SCHOOL PSYCHOLOGY

<https://www.nasponline.org/x26834.xml>

Supervision of educators is essential to school improvement and student success. Through professional supervision, the practices of administrators, teachers and support personnel are observed, monitored and evaluated to assure implementation of appropriate and up-to-date services. Supervision serves to protect the public and improve educational outcomes. Therefore, it is essential that all school practitioners have access to knowledgeable professional supervision.

The National Association of School Psychologists (NASP) strongly promotes the professional supervision of school psychologists by school psychologists at all levels as a means of assuring effective practices to support the educational attainment of all children. Supervisors who are both knowledgeable about and experienced in the delivery of school psychological services promote adherence to high standards, assure appropriate, high quality services to children and youth, and provide appropriate evaluation of personnel. Further, supervisors promote ongoing professional development as a means of improving practice and student outcomes, and adapting roles to meet changing needs of the school community. NASP advocates a strong program of supervision based on professional standards, available to all practitioners regardless of experience and proficiency, and incorporating a broad range of techniques reflecting specific training in supervision.

### **Definitions: Supervision**

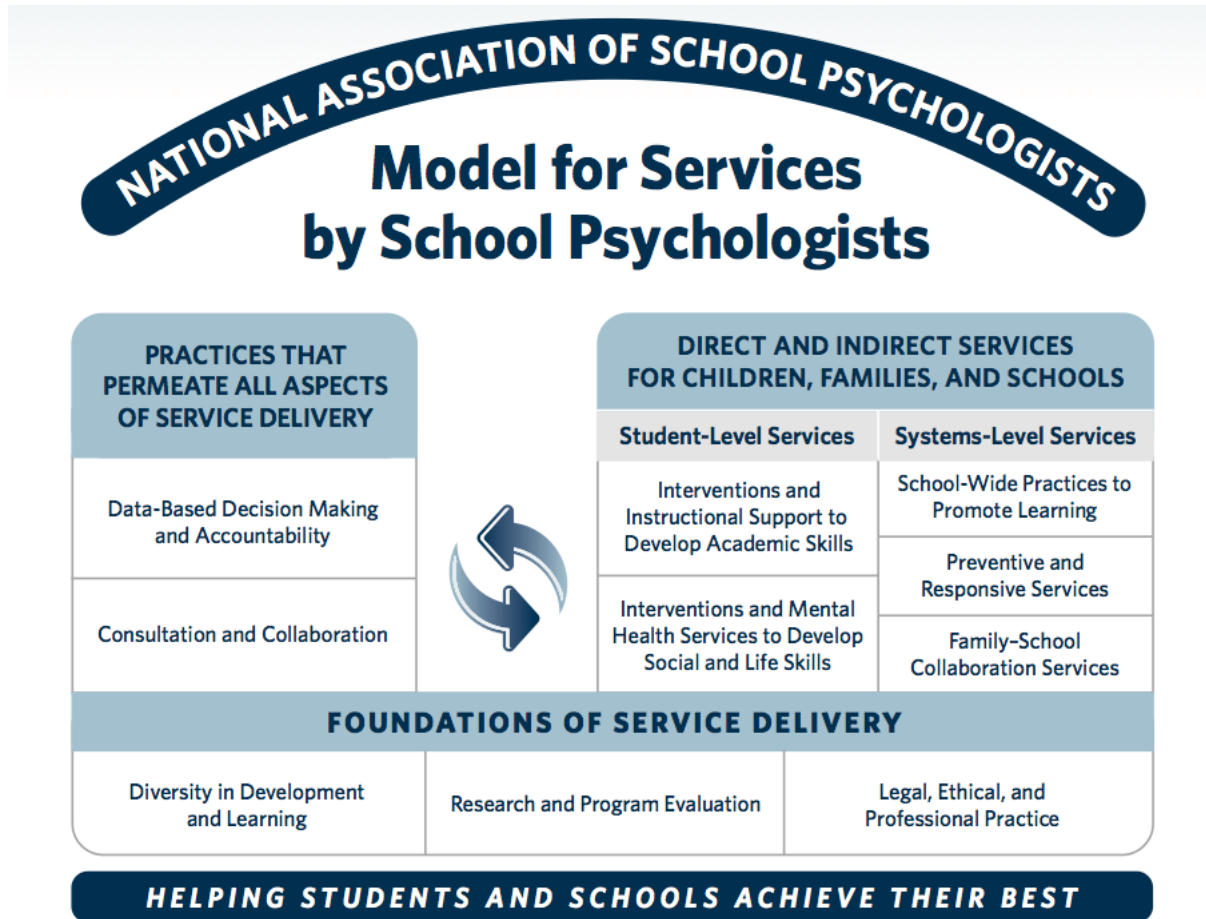
*"...an ongoing, positive, systematic, collaborative process between a school psychologist and school psychology supervisor that focuses on promoting professional growth and exemplary professional practice leading to improved performance of all concerned-school psychologist, supervisor, students, and the entire school community"* (p.1) National Association of School Psychologists' Supervision Work Group (1998)

Supervision in school psychology includes both professional and administrative supervision. It is provided through an ongoing, positive, systematic, collaborative process between the school psychologist and the school psychology supervisor. This process focuses on promoting effective growth and exemplary professional practice leading to improved performance by all, including the school psychologist, supervisor, students, and the entire school community (NASP, 2000).

**Administrative supervision** focuses on the functioning of the service unit, including personnel issues, logistics of service delivery, and legal, contractual and organizational practices. Administrative supervision addresses the performance of job duties in accordance with conditions of employment and assigned responsibilities, and is primarily concerned with outcomes and consumer satisfaction rather than discipline-specific professional skills. Administrative supervision may be carried out by individuals trained and credentialed in school administration and not school psychology.

**Professional supervision** refers to oversight of the specific professional practices of personnel within one's own profession, and requires specific training and knowledge in the area of supervision. Professional supervisors are responsible for supporting practices consistent with professional standards, promoting ongoing professional development to improve and update

skills, and insuring systems of personnel evaluation that are consistent with specific professional standards. Professional supervisors must collaborate with administrative supervisors to assure appropriate and ongoing evaluation of models of service delivery. Professional supervision is only provided by a licensed/certified school psychologist or by an individual holding an equivalent title (e.g., school psychological service provider, school psychology specialist). NASP promotes access to both administrative and professional supervision for all school psychologists, regardless of work setting. Although an ideal situation would have professional supervision provided by individuals with administrative supervisory responsibility, NASP recognizes that different configurations of supervision will be necessary based upon available resources and organizational structure.



## WHAT'S IN COMMON FOR 1<sup>ST</sup>-3<sup>RD</sup>-YEAR TRAINING AT CSUEB? THE PROBLEM SOLVING MODEL

Trainees are learning to apply knowledge and skill toward a Problem-Solving Model. (See Below). They will learn to gather data to identify a problem, develop hypotheses to understand the problem, identify Best Practice approaches to develop and plan interventions, and gather data to find measure intervention effectiveness.

### I. Problem Identification

**What is the problem?** Consider the reason for referral. Include Record Review, Interviews, and any other background information.

### II. Problem Analysis

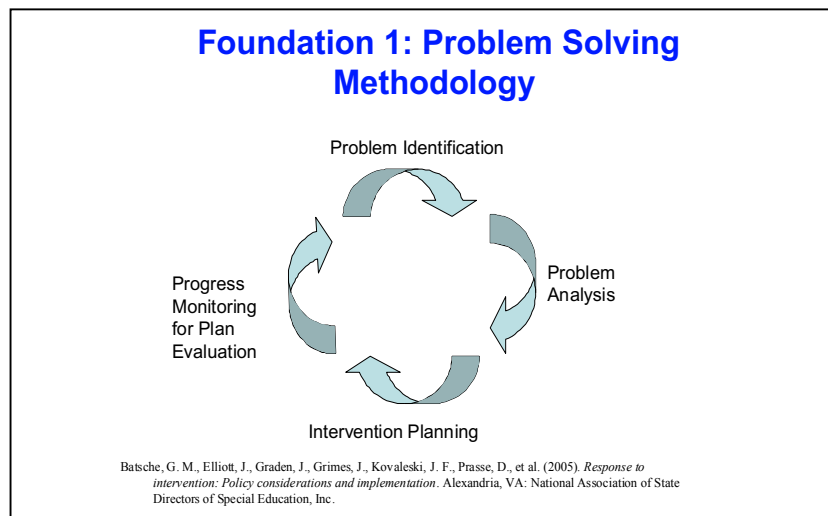
**Why is it occurring?** Review assessment data or observation/interview/background information to create a profile (strengths and weaknesses). Include result tables. How does the profile help in understanding possible reasons for the problem?

### III. Intervention Planning

**What should be done?** Consider a Best Practice approach; what does the literature say about the problem? What recommendations, strategies, or supports could help the student, based on the profile? How might you work with a teacher in planning support? For Intervention/ Counseling cases develop measurable goals. See Goal Attainment Scale.

### IV. Progress Monitoring

**How is it going?** Consider how to measure progress and change for the student. For counseling cases, track weekly progress toward goals. Use the Goal Attainment Scale and Outcome Evaluation forms. For assessment cases, follow student progress beyond the assessment.



## WHAT CHARACTERISTICS DO EFFECTIVE SUPERVISORS NEED?

The Supervision Interest Network (1993), a committee of the Association for Counselor Education and Supervision, established 11 standards for counseling supervisors. Please read, complete, and reflect on the standards checklist in Exercise 1.1.

### Standards for Counseling/School Psychology Supervisors

As a supervisor, read over these standards and indicate your level of knowledge by placing an "X" in the appropriate column using the following scale: 1 = *not at all* and 5 = *very much*.

	1	2	3	4	5
<b>1. Knowledge and Competencies</b> I am able to . . .					
(1.1) demonstrate knowledge of various counseling theories, systems, and their related methods.					
(1.2) demonstrate skill in the application of counseling theory and methods that are appropriate for the school setting.					
<b>2. Personal Traits and Characteristics</b> I . . .					
(2.1) am sensitive to individual differences.					
(2.2) recognize my own limits through self-evaluation and feedback from others.					
(2.3) am encouraging, optimistic, and motivational.					
(2.4) possess a sense of humor.					
(2.5) am comfortable with the authority inherent in the role of supervisor.					
<b>3. Knowledge of Ethical, Legal, and Regulatory Aspects of the Profession</b> I am able to . . .					
(3.1) communicate to the trainee knowledge of the professional code of ethics (ASCA, ACA).					
(3.2) demonstrate and enforce ethical and professional standards.					
(3.3) communicate to the trainee an understanding of legal and regulatory documents and their impact on the profession.					
<b>4. Conceptual Knowledge of the Personal and Professional Nature of the Supervisory Relationship</b> I . . .					
(4.1) demonstrate knowledge of individual differences with respect to gender, race, ethnicity, culture, and age and understand the importance of these characteristics in a supervisory relationship.					

	1	2	3	4	5
(4.6) provide facilitative conditions (empathy, concreteness, respect, congruence, genuineness, and immediacy).					
(4.7) establish a mutually trusting relationship with the trainee.					
(4.8) provide an appropriate balance of challenge and support.					
(4.9) elicit trainee thoughts and feelings during counseling or consultation sessions, and respond in a manner that enhances the supervision process.					
<b>5. Conceptual Knowledge of Supervision Methods and Techniques</b> <i>I am able to . . .</i>					
(5.1) state the purpose of supervision and explain the procedures being used.					
(5.2) negotiate mutual decisions regarding the needed direction of learning experiences for the counselor.					
(5.3) elicit new alternatives from trainees for identifying solutions, techniques, and responses to counselees.					
(5.4) integrate knowledge of supervision with personal style of interpersonal relations.					
(5.5) clarify own role in supervision.					
(5.6) interact with the trainee in a manner that facilitates his/her self-exploration and problem solving.					
<b>6. Conceptual Knowledge of the Counselor Development Process</b> <i>I am able to . . .</i>					
(6.1) understand the development nature of supervision.					
<b>7. Knowledge and Competency in Case Conceptualization and Management</b> <i>I am able to . . .</i>					
(7.1) recognize that a primary goal of supervision is helping the counselee (student) of the counselor.					

	1	2	3	4	5
(7.2) understand the role of other professionals (school psychologist, nurse) and assist with a referral process, when appropriate.					
(7.3) assist the trainee in using observation and assessment in preparation of counseling goals and objectives.					
(7.4) assist the trainee in synthesizing counselee psychological and behavioral characteristics into an integrated conceptualization.					
(7.6) assist the trainee in adjusting steps in the progression toward a goal based on ongoing assessment and evaluation.					
<b>8. Knowledge and Competency in Student Assessment and Evaluation</b> <i>I am able to . . .</i>					
(8.1) monitor the use of tests and test interpretations.					
(8.2) assist the trainee in providing rationale for assessment procedures.					
(8.3) assist the trainee in communicating assessment procedures and rationales.					
(8.4) assist the trainee in the description, measurement, and documentation of counselee and trainee change.					
(8.5) assist the trainee in integrating findings and observations to make appropriate.					
<b>9. Knowledge and Competency in Oral and Written Reporting and Recording</b> <i>I am able to . . .</i>					
(9.1) understand the meaning of accountability and the supervisor's responsibility in promoting it.					
(9.2) assist the counselor in effectively documenting supervisory and counseling-related interactions.					
(9.3) assist the trainee in establishing and following policies and procedures to protect the confidentiality of counselors and supervisory records.					
<b>10. Knowledge and Competency in the Evaluation of Counseling Performance</b> <i>I am able to . . .</i>					
(10.1) interact with the trainee from the perspective of an evaluator.					
(10.2) identify the trainee's professional and personal strengths, as well as weaknesses.					

	1	2	3	4	5
(10.3) assist the trainee in the description and measurement of his or her progress and achievement.					
(10.4) evaluate trainee skills for purpose of grade assignment.					
<b>11. Knowledge Regarding Research in Counseling and Counselor Supervision and Consistency Incorporate This Knowledge Into the Supervision Process</b> <i>I am able to . . .</i>					
(11.1) facilitate and monitor research to determine the effectiveness of programs, services, and techniques.					
(11.2) read, interpret, and apply counseling and supervisory research.					
(11.3) formulate counseling or supervisory research questions.					
(11.4) report results of counseling or supervisory research and disseminate as appropriate (e.g., in-service conferences, publications, etc.).					
(11.5) facilitate an integration of research findings in individual case management.					

*Based on your responses to the checklist, complete the following:*

What are your goals as a supervisor?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List the strategies you will use to reach these goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How will you evaluate your progress on these goals?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## FIELDWORK EXPERIENCE

### Practica and Culminating Field Experience

Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with *practica* experiences in the areas of (a) collaboration and consultation; (b) wellness promotion; (c) counseling and crisis intervention; (d) individual assessment; (e) educational planning and evaluation; (f) program planning and evaluation; and (g) research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools.

During the *culminating field experience, School Psychology Internship*, 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.

In addition to the fieldwork hour requirements for the first and second years of the program, which total approximately nine hundred (900) hours (see Hour Requirements for Fieldwork, Advanced Field Work, and Internship), the Internship shall include a minimum of 1200 hours of supervised training.

- a) A minimum of eight hundred (800) clock hours must be completed in a preschool-through-twelfth-grade setting, in which the intern provides direct and indirect services to pupils. Up to, but no more than, four hundred (400) clock hours of internship experience may be acquired in non-public-school setting (e.g., private, state-approved educational program settings involved in education of pupils, or relevant educational research or evaluation activities.
- b) At least two hundred (200) clock hours of the intern's total fieldwork experience must be accrued in a setting that is *different from* the student's primary setting. For example, if a student has earned most of his/her hours in an elementary school (her primary setting), it is required that (s)he also earn at least two hundred (200) additional hours in a middle school, high school or pre-school.

### Fieldwork Hour Requirements

#### I. Fieldwork: First year of program

School Site Fieldwork (1 ½ days or 12 hours per week)  
For three academic quarters (120 hours per quarter) ..... 360

Community Counseling Center Fieldwork (1/2 day or 4 hours per week)  
For three academic quarters (40 hours per quarter)..... 120

#### II. Advanced Fieldwork: Second year of program

School Site Advanced Fieldwork (2 days or 16 hours per week)  
For three academic quarters (160 hours per quarter)..... 480



### III. Internship: Third year of program

#### School Site Internship

Full-time internship (4-5 days per week) for three academic quarters . . . . . 1200

Interns should be placed in no more than three **(3)** school sites/settings.

#### **Field Placements**

Trainees have the option to select their own placements from a list of available (pre-selected) schools where program students have been placed or trainees (second year students and beyond) may “pioneer” new placements. Students who pioneer at a new school (not currently on the list) will independently contact the school and meet with appropriate administrative personnel to develop a placement agreement and identify a field supervisor, who has been credentialed at least 3 years.

Once a placement has been identified and agreed upon by the Department, District, and Trainee, the Trainee should (1) complete a **Practicum Information** form (see page 56) and (2) complete a **Three-way Agreement** form (see page 53-55). Trainees are required to complete a Practicum Information form as soon as a placement has been secured (e.g., Second Year Spring quarter for the following year). The Practicum Information Form is a preliminary agreement between the Department, District, and Trainee. Trainee should submit the Information form to the Program Coordinator and provide a copy to the University Supervisor. Trainees are also required to complete a Three-Way Agreement form that represents a formal placement agreement between the student, the school district or agency, and the University. Any changes to the Information sheet (e.g., district, school, supervisor), requires consultation and approval from Program Coordinator.

To practice professionalism and ethical standards, trainees are required to discuss and consult with the Program Coordinator of any concerns related to field placements. Concerns will be closely monitored by Coordinator and discussed with the Field Supervisor. A collaborative, problem-solving model is emphasized to ensure appropriateness and success in field placements. Trainees are prohibited to change **districts, schools, or field supervisors** without prior approval from the Coordinator. Any changes in placement will require careful review by PPS Faculty, along with Field Supervisors with consideration to legal, ethical, and dispositional standards.

#### **Contracts**

All field placement sites must be covered by a formal University contract (MOU) that is renewed at three-year intervals. The MOU is between the School District and University. In order to collect fieldwork credit toward certification and MFT licensure, **students must make sure with their districts that a contract (MOU-Memo of Understanding) is in place and current.** A list of current contracts is available upon request.

## Professional Orientation

Field supervisors are expected to support trainees in their professional presentation by being role models and having constructive conversations with the field worker if there are any concerns. Field supervisors should also inform the University supervisor of concerns or issues that arise. Trainee professional development is a collaborative process.

## Professional Dress and Presentation Policy

As a professional-in-training, you are in a more powerful position to advocate for students if you are not distracting others by your appearance and presentation. Appropriate attire in class and in schools provides an atmosphere of professionalism and inspires confidence in our ability to learn and deliver services. Be mindful of how others see you and how your personal presentation impacts your relationship with others. Professionals-in-training represent CSUEB and the program in the community.

### Basic expectations around professional dress:

- No strings, No straps, No Cracks
- No hats
- No sagging
- No low-cut shirts or short skirts
- No spiked heels or flip flops
- No strong cologne or perfume
- Reduce or cover piercing and tattoos
- Collared shirts for men—not T-shirts
- Blouses long enough to cover; no exposed skin when reaching up to write on the board
- If the professional-in-training is not clear as to what constitutes professional dress, confer with a University faculty member.

### Basic expectations around chewing gum, cell phones, and standard English:

- Do not chew gum. Although some students with ADHD will be encouraged to chew gum, professionals are not.
- Turn your cell phone off when you are on campus.
- Be aware of how your language register (dialect and usage) impacts others. Use professional language; avoid or minimize your use of vernacular or “street language.”

### **It is a matter of ethical practice!**

#### ***Refer to American Counseling Association Codes that Apply to Professional Dress***

**A.1.a. Primary Responsibility:** The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

**A.4.a. Avoiding Harm:** Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

**A.4.b. Personal Values:** Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals. Counselors respect the diversity of clients, trainees, and research participants.

**A.6.a. Advocacy:** When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

## PPS Professional Dispositions and Clinical Aptitudes California State University, East Bay

### Professional Dispositions

#### **1. Integrity**

Student is honest and ethical in dealing with people and situations. In addition, she/he is consistent and sincere. She/he understands, and abides by, ethical codes of conduct for the profession.

#### **2. Empathy**

Empathy is the ability to understand another person's feelings or perspective and to effectively communicate appropriate caring. Empathy requires sensitive, non-judgmental responses that reflect attention to others' motives, intentions, values, and needs.

#### **3. Commitment to Social Justice and Democracy**

Student has a commitment to respect and value cultural diversity and individual differences. She/he is committed to supporting those who seek services without discrimination or prejudice. Student demonstrates cultural competence in working with individuals of diverse backgrounds and life styles

#### **4. Flexibility and Resourcefulness**

Student is **Not** rigidly bound to one way of viewing the world or any situation. He/she is able to adapt to changing conditions of a situation. He/she also is able to be resourceful in finding or generating innovative solutions, given limited resources.

#### **5. Tolerance for Ambiguity**

The student shows ability to appropriately accept uncertainty. Student can look beyond the concrete concepts and communications and understand that there might be multiple meanings and expectations for situations.

### Clinical Aptitudes

#### **1. Accepting Feedback**

The student is able to hear feedback without defensiveness. He/she makes mistakes and incorporates suggestions from supervisors and instructors to correct or improve performance.

#### **2. Awareness of one's impact upon others**

The student is aware of the impact of physical presence and verbal/ non-verbal communications upon others.

#### **3. Active engagement in personal and professional growth**

The student actively embraces personal and professional growth. This involves the desire and willingness to learn and to accumulate personal, professional, and academic knowledge and skill.

#### **4. Collaboration, support, leadership**

The student is able to be a supporter as well as a leader in collaborative teamwork

#### **5. Appropriate risk taking and acceptance of learning challenges**

The student demonstrates willingness to take appropriate risks and accept the challenges of new learning

#### **6. Ability to interact with others without inappropriate intrusion of personal ego needs**

The student recognizes his/her social emotional needs and does not let these needs interfere with professional work with clients, professionals, or other students.

#### **7. Understanding of cultural and diversity factors as they impact counseling and human interactions**

The student seeks to understand the clinical/professional implications of differences in race, culture, gender, language, sexual orientation, and physical-, mental- & emotional challenges.

## **PPS Expectations for Ethical Professional Behavior California State University, East Bay**

Ethical, competent, and caring professional behavior is at the heart of the helping professions serving children and youth in schools. Professional behavioral expectations begin with instruction and carries through to successful practice as credentialed School Counselors and School Psychologists. The behavioral expectations in Educational Psychology at California State University, East Bay are divided into two categories: one, a global Program Policy Statement of Understanding, and two, Behavior and Disposition statements that describe important ways professionals-in-training demonstrate their emerging professional behavior. *The behavioral expectations described in this document will be applied to academic grading, advancement to candidacy, faculty recommendations for students, and candidate evaluation for credentialing.*

**Program Policy Statement of Understanding:** The counseling and psychology professions require a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student. The professionalism learned and demonstrated in the classroom is expected to be translated into ethical, competent, and caring practice in the schools.

**Behavior and Disposition: Course Attendance    Disposition/Aptitude: *Integrity***  
Professionals-in-training are expected to attend all class meetings. Students whose beliefs, religious practices, or lifestyles may conflict with a class attendance should discuss such issues with the course instructor at the beginning of the term. It is up to the student and instructor to negotiate a satisfactory solution with respect to an absence.

Our PPS Cluster seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All professionals-in-training are expected to participate in constructing a respectful learning environment in the classroom. We encourage and support timeliness as a critical and respectful professional behavior. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

**Academic/Professional Communication    Disposition/Aptitude: *Supporter/Leader; Awareness of Impact***

We support dialogue. Professionals-in-training and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

**Direct and Ethical Communication:    Disposition/Aptitude: *Collaboration***  
We support direct and ethical communication that promotes a positive and professional learning community. As with professional steps toward resolution of ethical dilemmas, professionals-in-training seek the following: (1) honest, constructive conversation with persons most directly related to concerns (e.g., peers and instructors) and (2) sensitive consideration for privacy when direct communication with most relevant parties (e.g., peers and instructors) has not resulted in desired outcomes. Students may seek support from their program coordinator in developing

strategies for direct communication. Students and faculty will restrain from pernicious gossip, “splitting” one party against another party, speaking for others, or other breaches in direct and ethical communication.

### **Trainee Evaluation**

### **Disposition/Aptitude: *Openness to Feedback***

We are committed to the professional development of all candidates. Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess each professional-in-training’s development. Formal occasions for feedback in this regard occur in Student Annual Reviews (spring of 1<sup>st</sup> and 2<sup>nd</sup> years) and in Exit Interviews at the completion of the program.

Additionally, throughout training, concerns and deficiencies will be brought to the Professional-in-training’s attention and used by faculty in assessing your overall academic/ professional progress in the Program. The intent of these informal contacts is to provide constructive feedback, support, and opportunity for planning.

Deficiencies that are not actively corrected will be cause for disciplinary action that may include termination from the program.

\*Professionals-in-training are familiar with their discipline’s ethical standards.

National Association of School Psychologists, Principles for Professional Ethics, Guidelines for the Provision of School Psychological Services  
<http://www.nasponline.org/standards-and-certification>

American School Counselor Association, Ethical Standards for School Counselors  
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

## PPS Declassification from Program & Academic Dishonesty Policy

1.0 A candidate shall be declassified (also known as dismissed) for failing to meet and provide verification of all admission requirements by the appropriate deadline(s). Once all of the requirements are met, the candidate may re-apply to the Program to be considered at the next admissions period.

2.0 A candidate may be declassified for more than one grade below a “B” in required program classes. Academic Probation will follow the first grade below a “B.”

3.0 Grades of Incomplete (I) shall not be counted in the candidate’s GPA; however, two grades of Incomplete or Unauthorized Withdrawal (WU) may serve as grounds for declassification.

4.0 A candidate shall be declassified for repeatedly failing to enroll in program courses.

5.0 A candidate shall be declassified for failing to achieve the required satisfactory level of performance in required field experience.

6.0 A candidate shall be either suspended or declassified if the school or school district requests that the candidate be removed from the placement.

7.0 A candidate shall be declassified for failing to demonstrate professional conduct (PPS Dispositions, Aptitudes, Behavior) toward any participant in the program; including University administrators, University faculty Credential Coordinators, University faculty, University staff, University students, K-12 administrators, K-12 faculty, K-12 staff, and K-12 students.

8.0 A candidate shall be declassified for academic dishonesty (e.g., plagiarism, fabrication of data, and falsification of records or report writing).

9.0 A candidate shall be declassified for failing to (a) demonstrate effort and progress toward faculty-identified areas of weakness in Professional Dispositions and Clinical Aptitudes or (b) failing to maintain conditions for Professional/Ethical Behavior.

10.0 A candidate may be disqualified for unethical conduct as defined by their professional organization, i.e. ASCA or NASP.

11.0 A candidate may be disqualified from the program for cause **any time** up until the application for the Credential has been approved.

12.0 The Faculty Coordinator shall notify a candidate subject to dismissal in writing. The notification shall

1. cite the appropriate section of this policy,
2. detail the specific behaviors that led to the dismissal, and
3. notify the candidate that he/she may appeal within 10 calendar days.

Candidates may appeal dismissal only once during their time in the program.

13.0 Declassified candidates may appeal their dismissal to the EPSY Department Chair who will review the decision and uphold the dismissal or re-instate the candidate with or without conditions.

## SP 2010 NASP Skill Standards Evaluation Criteria

<b>I. Permeating Practices</b>
<b>1. Data-Based Decision Making</b>
<ul style="list-style-type: none"> <li>a. Knowledge of multi-method assessments to identify strengths and needs identify strengths and needs</li> <li>b. Knowledge to develop effective services and programs, and measuring progress and outcomes</li> <li>c. Application of psychological and educational assessment principles to design, implement and evaluate response to services and programs</li> <li>d. Use of a systematic, skill-level process to collect data and translate to an empirically based model</li> </ul>
<b>2. Consultation and Collaboration</b>
<ul style="list-style-type: none"> <li>a. Knowledge of behavioral, mental health, collaborative, and other consultation models and methods and of their application to particular situations</li> <li>b. Effective collaboration with others in planning, designing, and decision-making at the individual, group, and system levels</li> <li>c. Knowledge and skills in consultation and collaboration to promote change at the individual student, classroom, building, district, and agency levels</li> </ul>
<b>II. Direct &amp; Indirect Services</b>
<b>3. Interventions and Instructional Support to Develop Academic Skills</b>
<ul style="list-style-type: none"> <li>a. Knowledge of biological, cultural, and social influences on academic skills, as well as learning, developmental and cognitive processes</li> <li>b. Use of evidence based curriculum and instructional strategies</li> <li>c. Use of assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills</li> </ul>
<b>4 Interventions and Mental Health Services to Develop Social and Life Skills</b>
<ul style="list-style-type: none"> <li>a. Knowledge of biological, cultural, developmental, and social influences on behavior and mental health, as well as behavioral and emotional impacts on learning and life skills</li> <li>b. Use of evidence-based strategies to promote social–emotional functioning and mental health</li> <li>c. Implementation and application of data collection to evaluate services that support socialization, learning, and mental health.</li> </ul>
<b>5 School Wide Practices to Promote Learning</b>
<ul style="list-style-type: none"> <li>a. Knowledge of school and systems structure, organization, and theory; general and special education; technology resources</li> <li>b. Knowledge of evidence-based practices that promote academic, learning, social development, and mental health outcomes</li> <li>c. Development and implementation of practices and strategies to create and maintain effective and supportive learning environments for children and others</li> </ul>
<b>6 Preventive and Responsive Services</b>
<ul style="list-style-type: none"> <li>a. Knowledge of principles and research related to resilience and risk factors in learning and mental health</li> <li>b. Knowledge of services in schools and communities to support multi-tiered prevention</li> </ul>

**6 Preventative and Responsive Services (cont.)**

- c. Apply evidence-based strategies for effective crisis response
- d. Demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors
- e. Implementation of effective crisis preparation, response, and recovery

**7 Family-School Collaboration**

- a. Knowledge of principles and research related to family systems, strengths, needs, and culture
- b. Knowledge of evidence-based strategies to support family influences on children's learning, socialization, and mental health
- c. Knowledge of methods to develop collaboration between families and schools
- d. Skills to design, implement, and evaluate services that respond to culture and context
- e. Facilitation of family and school partnership/interactions with community agencies to enhance children's academic and social-behavioral outcomes

**III. Foundations of Service****8 Diversity in Development and Learning**

- a. Knowledge of individual differences, abilities, disabilities, and other diverse characteristics
- b. Knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences
- c. Knowledge of evidenced -based strategies to enhance services and address potential influences related to diversity
- d. Skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts
- e. Demonstration of respect for diversity and advocacy for social justice in service delivery

**9 Research and Program Evaluation**

- a. Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods to understand research and interpret data
- b. Skills to evaluate and collaboratively apply research as a foundation for service delivery
- c. Use of various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and systems levels

**10 Legal, Ethical, and Professional Practice**

- a. Knowledge of the history and foundations of school psychology; multiple service models and methods;
- b. Knowledge of ethical, legal, and professional standards; and other factors related to school psychology professional identity and effective practice
- c. Skills to provide services consistent with ethical, legal, and professional standards in collaborative, responsive ethical and professional decision-making
- d. Applied respect for human diversity and social justice, as well as other professional characteristics for effective practice.



## Student/Supervisor Fieldwork Guidelines – First Year

### Fieldworker \_\_\_\_\_

(Please Print)

#### Student Responsibilities:

*As a first-year fieldworker, I understand and agree to fulfill the following responsibilities:*

1. A Clearance Credential is required for all volunteers who work in the public schools. It is the responsibility of the student to fulfill all requirements and submit an application for this Credential to the Credentials Office before beginning the first-year field placement.
2. The student must ensure that a current contract is in place between CSUEB and the school district in which the student is working. In addition to the contract, a signed Letter of Agreement is required for students working toward MFT licensure. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)
3. All students in fieldwork placements have two (2) assigned supervisors, one faculty supervisor and one on-site supervisor in the school setting. Weekly meetings with *each* of these supervisors are required for course credit.
4. First-year fieldworkers are required to meet three (3) hours per week with their faculty supervisor on campus and a **minimum** of **one** (1) hour of scheduled, face-to-face supervision with their on-site supervisor in the schools.
5. A minimum of **one and one half days** of fieldwork per week is required for first year students. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.
6. A formal, Weekly Log of fieldwork hours must be maintained by the student and verified by the on-site supervisor at monthly intervals. Logs and Fieldwork Supervisor Evaluations are due to University supervisors on **week 9** of each quarter. *Student's failure to return Logs and Evaluations to the University Supervisor **week 9** will result in loss of quarter credit.*
7. The student will demonstrate Professional-Ethical Behavior in school and University settings at all times and maintain Professional Communication with Field and University Supervisors, teachers, students, and parents. The student will contact the Field supervisor and University Supervisor if there are situations or circumstances that may impede professionalism or direct communication.
8. University Faculty recommendation for Advanced Training, second year, is contingent on the quality of Program and Fieldwork assessments: Fieldwork Supervisor Evaluation, course assignments, and Disposition/Aptitude evaluation.

## Supervisor Responsibilities:

Supervisors must have completed at least three years of experience as a credentialed school psychologist. *As a supervisor for a first-year fieldworker, I understand and agree to fulfill the following responsibilities:*

1. To identify **ten (10)** children (K-6) within the first few weeks of school for possible fieldwork case assignments. Only seven (7) case studies will be required. However, it is best to identify ten children initially, given the likelihood of school transfers, illness, or other unexpected events. The children selected should be those who are experiencing *relatively mild* adjustment problems (such as declining grades or difficult peer relationships) and could benefit from additional support. Children who are likely to be referred for special educational assessment later in the same academic year are not appropriate candidates for fieldwork case assignments.
2. To secure a safe, confidential space in which the fieldworker may work with the children identified.
3. To provide an informal orientation to the school community by introducing the fieldworker to teachers, administrators, and other staff. This introduction will assist in establishing relationships for subsequent case study interviews and consultation/collaboration with school staff.
4. As appropriate, to allow opportunities, especially early in the year, for the fieldworker to observe the role of the school psychologist via informal job shadowing.
5. To meet with the fieldworker for supervision each week for a minimum of **one (1) hour** of scheduled, face-to-face supervision per week.
6. To make sure that the fieldworker is familiar with the school's policies for crisis intervention and that (s)he would be able to contact appropriate support staff in the event of an emergency.
7. To observe and offer constructive feedback on the fieldworker's beginning skills in the administration of one (1) standardized ability test.
8. To make sure that the fieldworker's practice assessment data and/or written reports are not used for any official purpose.
9. To rule out any activities that would be inappropriate, or beyond reasonable limits of expertise, for a first-year fieldworker (e.g., evaluating for possible ED eligibility, chairing an IEP meeting).
10. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the student's performance;
11. To complete a Fieldwork Evaluation before the ninth (**9th**) week of each quarter; this is necessary for University course credit.
12. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

Student Signature \_\_\_\_\_  
(date)

On-Site Supervisor \_\_\_\_\_ / \_\_\_\_\_  
(Print) Signature (date)

Faculty Supervisor \_\_\_\_\_  
(date)

*(2011: 1stYear Guidelines)*

**Print Student Name:** \_\_\_\_\_

**Quarter/Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **District:** \_\_\_\_\_

**Print Supervisor Name:** \_\_\_\_\_

**Directions:**

Each of the following statements relates to characteristics of student work in the field setting. Please rate the student on each of the traits. You are encouraged to discuss your ratings with the student. When evaluating competencies in each area, consider skills on a continuum from minimal levels of competence to developing to a level of competence necessary to be successful as an advanced fieldworker (2<sup>nd</sup> year student). Use the following rating scale:

1. Below Expectations: student exhibits significant challenges in performance and requires significant improvement to continue in placement. **Competency not demonstrated**
  2. Developing: student exhibits some challenges in performance and must work hard to improve in this area. **Competency not demonstrated**
  3. Proficient: student demonstrates good performance and ability to succeed, with occasional difficulties. **Competency demonstrated**
- 
4. Exceeds Expectations: student demonstrates highly developed skills in this area for a fieldworker at this stage of development. **Competency exceeded**  
RESERVED for highest level of performance near the end of the year.

**I. Work Habits**

1. The student has maintained the weekly schedule, and has been responsible in keeping scheduled appointments, attending meetings, etc.

1      2      3      4

2. The student demonstrates care and accuracy in completing tasks, scheduling and planning activities, preparing oral reports and case summaries, etc.

1      2      3      4

3. The student shows willingness and ability to communicate openly, honestly and effectively with co-workers, supervisors, and parents; is able to share problems and accept guidance.

1      2      3      4

4. The student demonstrates an organized approach to tasks undertaken in the field setting; can define the problem situation, develop a strategy of approach, and follow through as needed.

1      2      3      4

## II. Skill Development \*NASP Training Skill Standards (2010)

Please rate this first-year fieldworker's current demonstration of the following areas of school psychology knowledge and skill. *\*Level 4 is reserved for 3<sup>rd</sup> year Interns*

1. Below Expectations: student exhibits significant challenges in performance and requires significant improvement to continue in placement. **Competency not demonstrated**

2. Developing: student exhibits expected skill and knowledge for a 1<sup>st</sup>-year fieldworker. **Competency demonstrated for this level of development.**

3. Above Expectations: student demonstrates performance, skill, and knowledge above developmental expectations for a 1<sup>st</sup>-year fieldworker **Competency demonstrated**

<b>I. PERMEATING PRACTICES</b>	
<b>1 Data-Based Decision Making</b>	
a. Knowledge of methods to identify students' strengths and needs .....	1 2 3 -
b. Knowledge of developmental and educational information important in decision making regarding student support .....	1 2 3 -
<b>2 Consultation and Collaboration</b>	
a. Effective communication and beginning collaboration with teachers, parents, and others in supporting students .....	1 2 3 -
<b>II. DIRECT &amp; INDIRECT SERVICES</b>	
<b>3 Interventions and Instructional Support to Develop Academic Skills</b>	
a. Knowledge of biological, cultural, and social influences on academic skills, as well as learning, developmental and cognitive processes.....	1 2 3 -
b. Use of evidence-based strategies to support student learning .....	1 2 3 -
<b>4 Interventions and Mental Health Services to Develop Social and Life Skills</b>	
a. Knowledge of biological, cultural, developmental, and social influences on behavior and mental health, as well as behavioral and emotional impacts on learning and life skills.....	1 2 3 -
b. Use of evidence-based strategies to promote social-emotional functioning and mental health.....	1 2 3 -
<b>5 School Wide Practices to Promote Learning</b>	
a. Knowledge of school and systems structure, organization, and theory; general and special education; technology resources.....	1 2 3 -
b. Knowledge of evidence-based practices that promote academic, learning, social development, and mental health outcomes.....	1 2 3 -
<b>6 Preventive and Responsive Services</b>	
a. Knowledge of principles and research related to resilience and risk factors in learning and mental health.....	1 2 3 -
<b>7 Family-School Collaboration</b>	
a. Knowledge of principles and research related to family systems, strengths, needs, and culture.....	1 2 3 -

b. Knowledge of evidence-based strategies to support family influences on children's learning, socialization, and mental health.....	1	2	3	-
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### III. FOUNDATIONS of SERVICE

#### 8 Diversity in Development and Learning

a. Knowledge of individual differences, abilities, disabilities, and other diverse characteristics.....	1	2	3	-
b. Knowledge of evidenced -based strategies to enhance services and address potential influences related to diversity.....	1	2	3	-
c. Demonstration of respect for diversity and advocacy for social justice in service delivery.....	1	2	3	-

#### 9 Research and Program Evaluation

a. Knowledge of school data (grades, district/state academic assessment, attendance, behavioral referral information, and other school-wide information) to understand students' needs and school service effectiveness.....	1	2	3	-
b. Knowledge of research methods to evaluate programs and services in schools.....	1	2	3	-

#### 10 Legal, Ethical, and Professional Practice

a. Knowledge of ethical, legal, and professional standards; and other factors related to school psychology professional identity and effective practice.....	1	2	3	-
b. Skills to provide services consistent with ethical, legal, and professional standards in collaborative, responsive ethical and professional decision-making.....	1	2	3	-
c. Applied respect for human diversity and social justice, as well as other professional characteristics for effective practice.....	1	2	3	-

1. Below Expectations: student exhibits significant challenges in performance and requires significant improvement to continue in placement. **Competency not demonstrated**

2. Developing: student exhibits some challenges in performance and must work hard to improve in this area. **Competency not demonstrated**

3. Proficient: student demonstrates good performance and ability to succeed, with occasional difficulties. **Competency demonstrated**

4. Exceeds Expectations: student demonstrates highly developed skills in this area for a fieldworker at this stage of development. **Competency exceeded**

Reserved for highest level of performance near the end of the year.

### III. Interpersonal Skills and Dispositions:

*Circle the number which best describes the trainee:*

	Below Expectations		Exceeds Expectations	
1. Independence Level	1	2	3	4
2. Involves Self on Teams	1	2	3	4
3. Uses Judgment Appropriately	1	2	3	4
4. Demeanor is Situationally Appropriate	1	2	3	4
5. Ability to Express Self	1	2	3	4

6. Receptiveness Toward New Ideas	1	2	3	4
7. Awareness of Impact	1	2	3	4
8. Friendliness Toward Others	1	2	3	4
9. Sensitivity Toward Others	1	2	3	4
10. Actively Seeks Learning	1	2	3	4

**IV. Overall Fieldwork Evaluation**

What *grade* would you recommend for the student, based on performance during this academic quarter?

- Grade A \_\_\_\_\_ Indicates student is progressing well in most areas.
- Grade B \_\_\_\_\_ Indicates student is doing well in some areas, but needs improvement in others.
- Grade C \_\_\_\_\_ Indicates student needs significant improvement in several areas.

**V. Readiness for next year/Advanced 2<sup>nd</sup> year Fieldwork**

(1)	(2)	(3)	(4)
Below Expectations (Completely Not Ready)	Emerging Competence (More time needed to develop skills)	Proficient (Ready for 2 <sup>nd</sup> Year)	Exceeds Expectations (Advanced Skills)

**VI. Comments**

Please provide any comments that clarify *strengths/weakness* or that might be helpful to this Field Worker’s continued education and training.

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\_\_\_\_\_  
*Print Name of Supervisor*

\_\_\_\_\_  
*District*

\_\_\_\_\_  
*Signature of Supervisor*

\_\_\_\_\_  
*Date*

**I have read and understood this evaluation**

\_\_\_\_\_  
*Fieldworker/Student Signature*

\_\_\_\_\_  
*Date*





## Second Year, Advanced Fieldwork Goals and Objectives

Students who are in the second year of the Clinical Child/School Psychology Sequence will be placed primarily in public school settings for a minimum of a two-day time period each week. We highly recommend one (1) school site for this placement. Students may decide to spend additional time at a second school (different age level) later in the year in order to obtain a wider variety of experiences; they may also be placed in specialized after approval and negotiation with the core faculty.

The major emphasis of the second-year advanced fieldwork will be the development of skills in the following areas: consultation, pre-referral intervention, group counseling, social skills training, prevention, and alternative delivery systems. Additionally, during this period, the student will continue development of assessment skills, especially in the areas of specific learning disabilities, preschool assessment, and the assessment of emotionally disturbed children. Throughout the year, the advanced fieldworker will be expected to work cooperatively with fellow students who are at other levels of training within the program, in order to establish mentoring and peer supervision relationships.

It is expected that during the course of the second year, advanced fieldworkers will participate actively in various collaborative, school-based, problem-solving teams, including, but not limited to, the coordination of assessment and intervention for children with special needs. During this year, the student will focus on pre-referral intervention activities and related consultation. Ongoing consultation relationships will be developed and will be the focus of supervision at the university. Students are expected to carry out ongoing monitoring of their pre-referral intervention activities in order to evaluate the success of their interventions, and will keep detailed records of their consultation activities.

In order to facilitate supervision of consultation, group counseling, and social skills training, the student may tape record sessions to present during supervision at the University. In addition, students will hand in copies of evaluations that they have conducted as a part of their assessment activities at the school site.

Each student will be supervised both by an on-campus faculty member and by an on-site school psychologist. It is expected that the student will meet face-to-face with both the school site supervisor *individually* for a **minimum** of (1) hour and the on-campus supervisor for (2) hours of group supervision on a weekly basis. Evaluation forms will be completed on a quarterly basis in order to monitor the student's progress throughout the year. All supervision requirements per syllabus must be met in order to receive quarterly credit for fieldwork.

An over-riding goal of the advanced fieldwork year will be to provide the student with ever increasing responsibilities and autonomy. By the end of the year, it is expected that the student will be able to function at the level of competency necessary for entering into a standard internship program the following year. Thus, while still requiring supervision for certain activities, the student is expected to develop an increasing ability to respond autonomously in many areas relating to school psychology functions that do not entail unusual or extraordinary circumstances. Particular emphasis will be placed upon the student's development of abilities to function as a member of pre-referral intervention/assessment team in the school.

**University Goals for the Advanced Fieldworker:**

1. Each student will carry out pre-referral interventions throughout the second year of fieldwork. These interventions will be directed at the amelioration of learning and behavior problems in the regular education setting, in consultation with the classroom teacher.
2. Each student will develop alternative delivery systems for dealing with learning and behavior problems outside of the special education setting (i.e., cross-age tutoring, peer tutoring, etc.).
3. Each student will carry out at least one project directed at primary, secondary, or tertiary prevention. This project may include, but is not limited to, activities directed at reducing the incidence of drug and alcohol abuse, student depression, violence, and gang-related activities in the school. Parent training is another activity that might well be the focus of student projects.
4. Each student will develop a personal repertoire of consultation skills for working with administrators, teachers, and parents on an ongoing basis. Consultation efforts will be carried out over the course of the second year.
5. Each student will work cooperatively with other students who are more or less advanced than themselves within the training program (i.e., first-year fieldworkers and third-year interns), in order to establish relationships that are mutually supportive and beneficial. For example, each second-year student will be expected to observe/review at least one first-year student during the administration of a standardized ability test; in this way, the less experienced student will benefit by means of positive feedback and suggestions for improvement, while the more experienced student will benefit from the opportunity to review and fine-tune his/her own skills in the context of a supervisory role.

## Student/Supervisor Fieldwork Guidelines – Second Year, Advanced Fieldwork

**Student** \_\_\_\_\_

### Student Responsibilities:

*As an advanced fieldworker (2<sup>nd</sup> year), I understand and agree to fulfill the following responsibilities:*

1. The student must ensure that a current contract is in place between CSUEB and the school district in which the student is working. In addition to the contract, a signed Letter of Agreement is required for students working toward MFT licensure. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)
2. All students in fieldwork placements have two (2) assigned supervisors, one faculty supervisor and one on-site credentialed supervisor in the school setting. Weekly meetings with each of these supervisors are required for course credit.
3. Advanced fieldworkers are required to meet two (2) hours per week with their faculty supervisor on campus and a **minimum** of one (1) hour per week with their on-site supervisor in the schools.
4. A minimum of two (2) days of fieldwork per week is required for second-year students. On (1) school site is highly recommended. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.
5. A formal, Weekly Log of fieldwork hours must be maintained by the student and verified by the on-site supervisor at monthly intervals. Logs and evaluations are due to University supervisors on week 9 of each quarter.

### Supervisor Responsibilities:

Supervisors must have completed at least three years of experience as a credentialed school psychologist. As a supervisor for an advanced fieldwork student, I understand and agree to fulfill the following responsibilities:

1. To provide the student with opportunities to practice skills in assessment, consultation, collaborative teaming, pre-referral intervention, social skills training and group counseling; (See also, Advanced Fieldwork Goals and Objectives.)
2. To meet with the student for face-to-face on-site supervision each week for a **minimum** of one (1) hour;
3. To make sure that the fieldworker is familiar with the school's policies for crisis intervention and that (s)he would be able to contact appropriate support staff in the event of an emergency;

4. To offer job shadowing, as appropriate, so the student can be exposed to the full range of school psychology roles; especially valuable experiences might include participation in low-incidence assessments, manifestation determination meetings, psychology staff meetings, and in-service trainings;
5. To provide access to up-to-date assessment tools and safe, confidential space in which to conduct assessments and counseling;
6. To share sample reports;
7. To review test protocols for accuracy, especially at the beginning of the year;
8. To provide constructive feedback on reports;
9. To monitor the number and types of assessments assigned, in order to ensure that such assignments are appropriate to the student's current level of training and capability;
10. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the student's performance;
11. To complete an Advanced Fieldwork Evaluation before the ninth (**9<sup>th</sup>**) **week** of each quarter; this is necessary for University course credit;
12. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

Print Student Name/ Signature \_\_\_\_\_ (date) \_\_\_\_\_

On-Site Supervisor \_\_\_\_\_ (date) \_\_\_\_\_

Faculty Supervisor \_\_\_\_\_ (date) \_\_\_\_\_

**ALL  
SUPERVISOR  
EVALUATIONS  
WILL BE  
COMPLETED  
ONLINE**

**CALIFORNIA STATE UNIVERSITY, EAST BAY  
Department of Educational Psychology  
Clinical Child/ School Psychology Program  
SAMPLE- Second Year, Advanced Fieldwork Evaluation**

**Print Student Name:** \_\_\_\_\_

**Quarter/Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **District:** \_\_\_\_\_

**Print Supervisor Name:** \_\_\_\_\_

**Directions:** Please use the following rating system in evaluating the progress of your advanced fieldworker at the end of each quarter. Keep in mind that the goal of the advanced fieldwork experience is to prepare students for internship. When evaluating competencies in each area, consider skills on a continuum from minimal levels of competence to emerging to a level of competence necessary to be successful on internship.

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Advanced Fieldworker Rating Scale: *Please rate student using the following 4-point scale*

**Level 1 Below Expectations:** Performs **inadequately** for an advanced fieldworker in this area. Requires frequent and close supervision and monitoring of *basic tasks* in this area. **Does not** meet NASP skill competency.

**Level 2 Emerging Competence:** Carries out routine tasks in this area and requires supervision and some monitoring in carrying out tasks in this area. Working toward NASP skill competency. Competency **not** met.

**Level 3 Pre-internship Competence:** Demonstrates pre-internship competence. Student can function independently with minimal supervision. **Meets** NASP skill competency.

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**Level 4 Exceeds Expectations:** Demonstrates skills above expectations for Advanced Fieldwork at this stage of development. Superior in **exceeding** NASP skill competency. RESERVED for highest level of performance near the end of the year.

<b>Interpersonal and Professional Responsibilities</b>				
1. Demonstrates Ethical Practice.....	1	2	3	4
2. Works well parents and staff.....	1	2	3	4
3. Relates well to students/children.....	1	2	3	4
4. Utilizes and accepts constructive criticism.....	1	2	3	4
5. Maintains appropriate professional boundaries .....	1	2	3	4
6. Demonstrates tolerance for cultural values, viewpoints, and differences.....	1	2	3	4

**NASP Skill and Knowledge Evaluation**

- Below Expectations:** *student exhibits significant challenges in performance and requires significant improvement to continue in placement. Competency not demonstrated*
- Developing:** *student exhibits expected skill and knowledge for a 1<sup>st</sup>-year fieldworker. Competency demonstrated for this level of development.*
- Above Expectations:** *student demonstrates performance, skill, and knowledge above developmental expectations for a 1<sup>st</sup>-year fieldworker Competency demonstrated*

<b>NASP Skill Standards (2010 NASP Training Standards)</b>	
<b>I. PERMEATING PRACTICES</b>	
<b>1 Data-Based Decision Making</b>	
a. Knowledge of multi-method assessments to identify strengths and needs .....	1 2 3 -
b. Knowledge to develop effective services and programs, and measuring progress and outcomes.....	1 2 3 -
c. Application of psychological and educational assessment principles to design, implement and evaluate response to services and programs.....	1 2 3 -
d. Use of a systematic, skill-level process to collect data and translate to an empirically based model.....	1 2 3 -
Assessment Areas	
1. Intellectual Assessment.....	1 2 3 -
2. Social-Emotional Assessment.....	1 2 3 -
3. Behavioral Assessment.....	1 2 3 -
4. Academic/Curriculum-Based Assessment.....	1 2 3 -
5. Background/ Data Collection.....	1 2 3 -
6. Ability to Integrate Data.....	1 2 3 -
7. Understanding and Use of Research in Service Provision.....	1 2 3 -
<b>2 Consultation and Collaboration</b>	
a. Knowledge of behavioral, mental health, collaborative, and other consultation models and methods and of their application to particular situations.....	1 2 3 -
b. Effective collaboration with others in planning, designing, and decision-making at the individual, group, and system levels.....	1 2 3 -
c. Knowledge and skills in consultation and collaboration to promote change at the individual student, classroom, building, district, and agency levels.....	1 2 3 -
<b>II. DIRECT &amp; INDIRECT SERVICES</b>	
<b>3 Interventions and Instructional Support to Develop Academic Skills</b>	
a. Knowledge of biological, cultural, and social influences on academic skills, as well as learning, developmental and cognitive processes.....	1 2 3 -
b. Use of evidence based curriculum and instructional strategies.....	1 2 3 -
c. Use of assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.....	1 2 3 -
<b>4 Interventions and Mental Health Services to Develop Social and Life Skills</b>	
a. Knowledge of biological, cultural, developmental, and social influences on behavior and mental health, as well as behavioral and emotional impacts on learning and life skills.....	1 2 3 -
b. Use of evidence-based strategies to promote social–emotional functioning and mental health.....	1 2 3 -
c. Implementation and application of data collection to evaluate services that support socialization, learning, and mental health.....	1 2 3 -
<b>5 School Wide Practices to Promote Learning</b>	
a. Knowledge of school and systems structure, organization, and theory; general and special education; technology resources.....	1 2 3 -
b. Knowledge of evidence-based practices that promote academic, learning, social development, and mental health outcomes.....	1 2 3 -

c. Development and implementation of practices and strategies to create and maintain effective and supportive learning environments for children and others.....	1	2	3	-
<b>6 Preventive and Responsive Services</b>				
a. Knowledge of principles and research related to resilience and risk factors in learning and mental health.....	1	2	3	-
b. Knowledge of services in schools and communities to support multi-tiered prevention.....	1	2	3	-
c. Apply evidence-based strategies for effective crisis response.....	1	2	3	-
d. Demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors.....	1	2	3	-
e. Implementation of effective crisis preparation, response, and recovery.....	1	2	3	-
<b>7 Family-School Collaboration</b>				
a. Knowledge of principles and research related to family systems, strengths, needs, and culture.....	1	2	3	-
b. Knowledge of evidence-based strategies to support family influences on children’s learning, socialization, and mental health.....	1	2	3	-
c. Knowledge of methods to develop collaboration between families and schools.....	1	2	3	-
d. Skills to design, implement, and evaluate services that respond to culture and context.....	1	2	3	-
e. Facilitation of family and school partnership/interactions with community agencies to enhance children’s academic and social-behavioral outcomes .....	1	2	3	-
<b>III. FOUNDATIONS OF SERVICES DELIVERY</b>				
<b>8 Diversity in Development and Learning</b>				
a. Knowledge of individual differences, abilities, disabilities, and other diverse characteristics.....	1	2	3	-
b. Knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences.....	1	2	3	-
c. Knowledge of evidenced -based strategies to enhance services and address potential influences related to diversity.....	1	2	3	-
d. Skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.....	1	2	3	-
e. Demonstration of respect for diversity and advocacy for social justice in service delivery.....	1	2	3	-
<b>9 Research and Program Evaluation</b>				
a. Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods to understand research and interpret data.....	1	2	3	-
b. Skills evaluate research, translate research into practice, and understand research design to plan and conduct investigations and program evaluations for program improvement.....	1	2	3	-
c. Use of data collection, measurement, analysis, and program evaluation in school settings.....	1	2	3	-
<b>10 Legal, Ethical, and Professional Practice</b>				
a. Knowledge of the history and foundations of school psychology; multiple service models and methods.....	1	2	3	-
b. Knowledge of ethical, legal, and professional standards; and other factors related to school psychology professional identity and effective practice.....	1	2	3	-

c. Skills to provide services consistent with ethical, legal, and professional standards in collaborative, responsive ethical and professional decision-making.....	1	2	3	-
d. Applied respect for human diversity and social justice, as well as other professional characteristics for effective practice.....	1	2	3	-

**Level 1 Below Expectations:** Performs **inadequately** for an advanced fieldworker in this area. Requires frequent and close supervision and monitoring of *basic tasks* in this area. **Does not** meet NASP skill competency.

**Level 2 Emerging Competence:** Carries out routine tasks in this area and requires supervision and some monitoring in carrying out tasks in this area. **Working toward** NASP skill competency. Competency **not** met.

**Level 3 Pre-internship Competence:** Demonstrates pre-internship competence. Student can function independently with minimal supervision. **Meets** NASP skill competency.

**Level 4 Exceeds Expectations:** Demonstrates skills above expectations for Advanced Fieldwork at this stage of development. Superior in **exceeding** NASP skill competency. **RESERVED** for highest level of performance near the end of the year.

<b>Summary of Placement Performance</b>				
<i>Compared to other 2<sup>nd</sup>-year trainees, how has the student demonstrated overall skills?</i>				
1. Utilization of Supervision.....	1	2	3	4
2. Maintenance of scheduled hours and appointments in a punctual manner.....	1	2	3	4
3. Establishment of appropriate work priorities and efficient time management.....	1	2	3	4
4. Verbal Communication (IEP/ SST Meeting).....	1	2	3	4
5. Report Writing Clarity.....	1	2	3	4
6. Presentation Skills (e.g., in-service).....	1	2	3	4
7. Use of Community Resources/ Referrals.....	1	2	3	4
8. Understanding and application of the Problem Solving Model.....	1	2	3	4
<b>9. Please rate the advanced fieldworker's overall performance.....</b>	1	2	3	4

**Readiness for next year/3<sup>rd</sup> year Internship**

(1) Below Expectations (Completely Not Ready)	(2) Emerging Competence (More time needed to develop skills)	(3) Proficient (Ready for 3 <sup>rd</sup> Year)	(4) Exceeds Expectations (Advanced Skills)
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**Comments:** Please provide any comments that clarify *strengths/weakness* or that might be helpful to this Advanced Field Worker's continued education and training.

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\_\_\_\_\_  
*Supervisor Print*

\_\_\_\_\_  
*Signature*

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

**I have read and understood this evaluation.**

\_\_\_\_\_  
*Advanced Fieldworker Print/ Signature*

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

## CLINICAL CHILD/SCHOOL PSYCHOLOGY WEEKLY ADVANCED FIELDWORK LOG

**FIELDWORKER:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_

RECORD WEEKLY HOURS IN THE EXCEL FORMAT- POSTED ON BLACKBOARD

**District:** \_\_\_\_\_

Week of:	M	T	W	TH	F	Total
<b>I. Permeating Practices</b>						
ASSESSMENT						
Observation						
Interview						
Individual Assessment						
Report Writing						
Case Preparation						
SST, IEP, other Team Meetings						
CONSULTATION						
Teacher Consultation						
Parent Consultation						
Other Collaboration						
<b>II Direct &amp; Indirect Services- Children, Families, Schools</b>						
Individual Counseling						
Group Counseling						
Behavioral, Soc., Emotional Intervention						
Prevention/Crisis Support						
Service Planning						
Research/Program Measurement						
Other School-Wide, Community-Wide Support						
<b>III. Professional Development/ Leadership</b>						
Training/Workshop						
Other						
<b>IV. Supervision</b>						
Individual						
<b>TOTAL FOR WEEK</b>						

Supervisor's Print/ Sign: \_\_\_\_\_ / \_\_\_\_\_ date: \_\_\_\_\_

P=Preschool E=Elementary School M=Middle School H=High School

Record Hours in the Excel, Electronic File

## **INTERNSHIP GOALS AND OBJECTIVES – Third Year, Internship**

Students enter the Internship year with advanced knowledge and beginning professional skills in collaborative consultation, pre-referral intervention, primary and secondary intervention, and alternative delivery systems; counseling and psychotherapeutic skills (children, parents, and groups), case study techniques, educational and psycho diagnostic assessment skills; as well as considerable academic background in the study of child growth and development, and assessment/ intervention for learning disabilities and other children with special needs, including ecological assessment and classroom intervention.

The full-time internship includes a minimum of twelve hundred (1200) hours of supervised experience. Typically, the internship is completed within one (1) academic year. In all cases, the internship must be completed within no more than two (2) consecutive academic years.

A minimum of eight hundred (800) clock hours must be completed in a preschool-through-twelfth-grade setting in which the intern provides direct and indirect services to pupils. Up to, but no more than, four hundred (400) clock hours of internship experience may be acquired in non-public-school settings (e.g., private, state-approved educational programs, other appropriate mental health-related program settings involved in the education of pupils, or relevant educational research or evaluation activities). Note that all internship experience acquired in non-public-school settings must be pre-approved by the program faculty.

In order to ensure that interns have a breadth of experience across a range of pupil development, at least two hundred (200) clock hours of the intern's total fieldwork experience must be accrued in a setting that is *different from* the student's primary setting. For example, if a student has earned most of his/her hours in an elementary school (her primary setting), it is required that (s)he also earn at least two hundred (200) additional hours in a middle school, high school, or preschool.

### **University Goals for the Intern:**

1. To understand and to practice delivery of family-centered integrated services, in which families are perceived as the central context for understanding pupils' strengths, resources, and needs, and in which families are provided with opportunities to develop goals and strategies for pupil success.
2. To become skilled in the implementation of a consultation/problem-solving model for delivering school psychology services, in which intervention programs are directed at the primary and secondary levels of intervention.
3. To develop models and individualized plans for alternative delivery systems for dealing with learning and behavior problems within the general education framework.
4. To promote cultural competence and respect for all manifestations of human diversity, including ethnicity, gender, age, sexual identity, disability, and socioeconomic status. The Internship setting should reflect a broad spectrum of human diversity and should include opportunities for the intern to enhance his/her understanding of the ways in which culture and other environmental influences affect growth, learning, emotional adjustment, and self-esteem.

5. To become professionally experienced in the preparation of developmental assessments that are linked to intervention, including differential diagnosis of learning disabilities, neurological disorders, emotional disturbances, and developmental disorders. Case reviews and supervision at the University will continue for all quarters.
6. To develop advanced knowledge and skill in individual personality assessment with children and adolescents.
7. To develop advanced knowledge and culturally competent skills in working with parents and families in counseling or psychotherapy. Opportunities for consultation/ collaboration with parents should begin early in the first quarter.
8. To participate fully in problem-solving team meetings, including student study team meetings and individualized educational plan meetings, with full responsibility for case presentations being assigned as soon as possible.
9. To have opportunities for consultation with professional personnel (teachers and administrators in schools, nurses and physicians in hospitals, etc.). These experiences should begin as early as possible in order to facilitate the development of professional identity.
10. To have continuing opportunities for counseling or psychotherapeutic experiences with children and adolescents. In clinics, this would include long-term psychotherapy; in schools or other organizations, relatively short-term and/or crisis intervention therapy. Long-term work with neglected or easily disorganized children in schools is especially rewarding from the perspective of therapy and training.
11. To develop skills in small-group work with children and adolescents, including independent work as a group leader. The group work may focus on themes, such as friendships, self-esteem, anger control, divorce, grief, etc., for children and adolescents in regular and special education programs.
12. To design and direct in-service programs for other professionals, including regular as well as special education programs. We recommend co-leading with other professional personnel initially.
13. To develop skills in program evaluation. The University program includes a module in program design and evaluation. The Intern is encouraged to use this course structure as an opportunity to collect and analyze data relevant to identified needs and goals within the placement setting.
14. To develop a keen awareness of the professional issues involved for the psychologist in any setting. The intern should become sensitive to the legal and ethical principles in the variety of roles and responsibilities of the psychologist.

The University faculty provides supportive classes, seminars, and supervision for the above activities. Any supplement of experiences that the supervising psychologist wishes to add is a bonus for the intern, especially if planned early in the year, with due allowance for other University requirements.

## Intern/Supervisor Fieldwork Guidelines – Third Year, Internship

### Intern \_\_\_\_\_

(Please Print)

#### Intern Responsibilities:

*As a school psychology intern (3rd year), I understand and agree to the following responsibilities:*

1. The intern must ensure that a current contract is in place between CSUEB and the school district in which the intern is earning internship hours. In addition to the contract, a signed Letter of Agreement is required for students working toward MFT licensure. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)
2. All students in fieldwork placements have two (2) assigned supervisors, one faculty supervisor and one on-site supervisor in the school setting. Weekly meetings with *each* of these supervisors are required for course credit and satisfactory completion of the program.
3. Interns are required to meet face-to-face **two** (2) hours per week with their faculty, University supervisor on campus and a minimum of **two** (2) hours per week with their on-site supervisor in the schools.
4. Approximately four to five (4-5) days of internship per week are required for completion of the 1200-hour internship. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.
5. A formal Weekly Log of internship hours and a Monthly Activity Log must be maintained by the intern and verified by the on-site supervisor at monthly intervals. This log will include School locations and levels as well as professional activities. Logs and Field Supervisor Evaluations are due to University supervisors on **week 9** of each quarter. *Failure to submit at week 9 will result in loss of credit.*
6. The Intern will demonstrate Professional-Ethical Behavior in school and University settings at all times and maintain Professional Communication with Field and University Supervisors, teachers, students, and parents. The student will contact the Field supervisor and University Supervisor if there are situations or circumstances that may impede professionalism or direct communication.
7. University Faculty recommendation for the PPS Credential in School Psychology is contingent on the quality of the Intern's Program and Fieldwork assessments: Professional Portfolio, case presentations, Praxis II, and quarterly assignments.

Intern Supervisor Responsibilities: Supervisors must have completed at least three years of experience as a credentialed school psychologist.

*As a supervisor for an intern in school psychology, I understand and agree to the following responsibilities:*

1. To provide the intern with opportunities to practice a full range of skills in assessment, consultation, collaborative teaming, pre-referral intervention, social skills training, group counseling, program evaluation, etc. (See also, Internship Goals and Objectives.)
2. To meet with the intern for supervision each week for a **minimum** of two (2) hours;
3. To make sure that the intern is familiar with the school's policies for crisis intervention and that (s)he would be able to contact appropriate support staff in the event of an emergency;
4. To provide access to up-to-date assessment tools and safe, confidential space in which to conduct assessments and counseling;
5. To share sample reports;
6. To provide constructive feedback on intern reports;
7. To monitor the number and types of assessments assigned (approximately 25-30, depending on type of assessments and comprehensiveness), in order to ensure that such assignments are appropriate to the intern's current level of training and capability;
8. To consult with the CSUEB faculty supervisor **early on** regarding any potentially serious problem regarding the intern's performance as a school psychology trainee;
9. To complete an Internship Evaluation before the ninth (**9th**) **week** of each quarter; this is necessary for University course credit;
10. To offer professional guidance and mentoring, as appropriate, as the intern gradually gains professional identity and approaches full professional responsibility in the role of the school psychologist.
11. To encourage constructive feedback from the intern regarding ideas for enhancing the effectiveness of the supervision relationship.

Student Signature \_\_\_\_\_  
(date)

On-Site Supervisor \_\_\_\_\_ / \_\_\_\_\_  
(Print) Signature (date)

Faculty Supervisor \_\_\_\_\_  
(date)

**ALL  
SUPERVISOR  
EVALUATIONS  
WILL BE  
COMPLETED  
ONLINE**

**CALIFORNIA STATE UNIVERSITY, EAST BAY  
Department of Educational Psychology  
Clinical Child Psychology Program  
SAMPLE- Third Year, Intern Fieldwork Evaluation**

**Print Student Name:** \_\_\_\_\_

**Quarter/Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **District:** \_\_\_\_\_

**Print Supervisor Name:** \_\_\_\_\_

**Directions:** Please use the following rating system in evaluating the progress of your intern during the year. It should be noted that we expect the intern will not be at the highest level in areas at the beginning of the year.

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Intern Rating Scale: *Please rate intern using the following 4-point scale*

**Level 1 Below Expectations:** Performs **inadequately** for an intern in this area. Requires frequent and close supervision and monitoring of *basic tasks* in this area. **Competency not met.**

**Level 2 Developing:** Carries out routine tasks in this area and requires supervision and close monitoring in carrying out *more advanced* tasks in this area. **Competency not met.**

**Level 3 Competency:** Demonstrates emerging independence and strong skills.  
Meets NASP skill competency. **Competency met**

**Level 4 Exceeds Expectations:** Demonstrates skills above expectations for an Intern at this stage of development. Superior in exceeding NASP skill competency. **Competency exceeded**

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<b>Personal Responsibilities</b>				
1. Presents a good personal appearance.....	1	2	3	4
3. Demonstrates good organization (planning, scheduling, managing time, timely task completion).....	1	2	3	4
4. Meets difficult situations with self control.....	1	2	3	4
5. Demonstrates good judgment and common sense in difficult situations.....	1	2	3	4
6. Communicates and listens effectively.....	1	2	3	4
7. Shows concern, respect, and sensitivity for the needs of staff and students.....	1	2	3	4
8. Works well with other staff.....	1	2	3	4
9. Relates well to children.....	1	2	3	4
10. Utilizes and accepts constructive criticism.....	1	2	3	4
11. Demonstrates tolerance for others' values and viewpoints.....	1	2	3	4
12. Demonstrates comfortable interactions with students from diverse backgrounds.....	1	2	3	4

<b>Professional Responsibilities</b>				
1. Organized and maintains scheduled hours and appointments in a punctual manner.....	1	2	3	4
2. Demonstrates promptness meeting deadlines, responding to referrals, and handing in written reports.....	1	2	3	4
3. Writes organized, coherent, focused, and accurate reports.....	1	2	3	4
4. Establishes appropriate work priorities and manages time efficiently.....	1	2	3	4
5. Consistently follows through when additional action is needed.....	1	2	3	4
6. Maintains visibility and accessibility within assigned school(s).....	1	2	3	4

<b>NASP Skill Standards (2010 NASP Training Standards)</b>				
<b>I. PERMEATING PRACTICES</b>				
<b>1 Data-Based Decision Making</b>				
a. Knowledge of multi-method assessments to identify strengths and needs .....	1	2	3	4
b. Knowledge to develop effective services and programs, and measuring progress and outcomes.....	1	2	3	4
c. Application of psychological and educational assessment principles to design, implement and evaluate response to services and programs.....	1	2	3	4
d. Use of a systematic, skill-level process to collect data and translate to an empirically based model.....	1	2	3	4
Assessment Areas				
1. Intellectual Assessment.....	1	2	3	4
2. Social-Emotional Assessment.....	1	2	3	4
3. Behavioral Assessment.....	1	2	3	4
4. Academic/Curriculum-Based Assessment.....	1	2	3	4
5. Background/ Data Collection.....	1	2	3	4
6. Ability to Integrate Data.....	1	2	3	4
7. Understanding and Use of Research in Service Provision.....	1	2	3	4

<b>2 Consultation and Collaboration</b>				
a. Knowledge of behavioral, mental health, collaborative, and other consultation models and methods and of their application to particular situations.....	1	2	3	4
b. Effective collaboration with others in planning, designing, and decision-making at the individual, group, and system levels.....	1	2	3	4
c. Knowledge and skills in consultation and collaboration to promote change at the individual student, classroom, building, district, and agency levels.....	1	2	3	4

<b>II. DIRECT &amp; INDIRECT SERVICES</b>				
<b>3 Interventions and Instructional Support to Develop Academic Skills</b>				
a. Knowledge of biological, cultural, and social influences on academic skills, as well as learning, developmental and cognitive processes.....	1	2	3	4
b. Use of evidence based curriculum and instructional strategies.....	1	2	3	4
c. Use of assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.....	1	2	3	4

<b>4 Interventions and Mental Health Services to Develop Social and Life Skills</b>				



a. Knowledge of biological, cultural, developmental, and social influences on behavior and mental health, as well as behavioral and emotional impacts on learning and life skills.....	1	2	3	4
b. Use of evidence-based strategies to promote social–emotional functioning and mental health.....	1	2	3	4
c. Implementation and application of data collection to evaluate services that support socialization, learning, and mental health.....	1	2	3	4

<b>5 School Wide Practices to Promote Learning</b>				
a. Knowledge of school and systems structure, organization, and theory; general and special education; technology resources.....	1	2	3	4
b. Knowledge of evidence-based practices that promote academic, learning, social development, and mental health outcomes.....	1	2	3	4
c. Development and implementation of practices and strategies to create and maintain effective and supportive learning environments for children and others.....	1	2	3	4

<b>6 Preventive and Responsive Services</b>				
a. Knowledge of principles and research related to resilience and risk factors in learning and mental health.....	1	2	3	4
b. Knowledge of services in schools and communities to support multi-tiered prevention.....	1	2	3	4
c. Apply evidence-based strategies for effective crisis response.....	1	2	3	4
d. Demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors.....	1	2	3	4
e. Implementation of effective crisis preparation, response, and recovery.....	1	2	3	4

<b>7 Family-School Collaboration</b>				
a. Knowledge of principles and research related to family systems, strengths, needs, and culture.....	1	2	3	4
b. Knowledge of evidence-based strategies to support family influences on children’s learning, socialization, and mental health.....	1	2	3	4
c. Knowledge of methods to develop collaboration between families and schools.....	1	2	3	4
d. Skills to design, implement, and evaluate services that respond to culture and context.....	1	2	3	4
e. Facilitation of family and school partnership/interactions with community agencies to enhance children’s academic and social–behavioral outcomes .....	1	2	3	4

<b>III. FOUNDATIONS OF SERVICES DELIVERY</b>				
<b>8 Diversity in Development and Learning</b>				
a. Knowledge of individual differences, abilities, disabilities, and other diverse characteristics.....	1	2	3	4
b. Knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences.....	1	2	3	4
c. Knowledge of evidenced -based strategies to enhance services and address potential influences related to diversity.....	1	2	3	4
d. Skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.....	1	2	3	4
e. Demonstration of respect for diversity and advocacy for social justice in service delivery.....	1	2	3	4

<b>9 Research and Program Evaluation</b>	
a. Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods to understand research and interpret data.....	1 2 3 4
b. Skills evaluate research, translate research into practice, and understand research design to plan and conduct investigations and program evaluations for program improvement.....	1 2 3 4
c. Use of data collection, measurement, analysis, and program evaluation in school settings.....	1 2 3 4
<b>10 Legal, Ethical, and Professional Practice</b>	
a. Knowledge of the history and foundations of school psychology; multiple service models and methods.....	1 2 3 4
b. Knowledge of ethical, legal, and professional standards; and other factors related to school psychology professional identity and effective practice.....	1 2 3 4
c. Skills to provide services consistent with ethical, legal, and professional standards in collaborative, responsive ethical and professional decision-making.....	1 2 3 4
d. Applied respect for human diversity and social justice, as well as other professional characteristics for effective practice.....	1 2 3 4
<b>Professional Communication</b>	
1. Presents assessment information in a clear and concise manner.....	1 2 3 4
2. Demonstrates sensitivity to the clinical issues in sharing information with parents.....	1 2 3 4
3. Summarizes key issues in a clear and concise manner.....	1 2 3 4
<b>Counseling and Intervention</b>	
1. Establishes a therapeutic rapport with student.....	1 2 3 4
2. Identifies core issues or problems.....	1 2 3 4
3. Develops appropriate treatment/intervention plan.....	1 2 3 4
4. Utilizes appropriate techniques for specific issues.....	1 2 3 4
5. Evaluates the effectiveness of therapeutic intervention.....	1 2 3 4
6. Overall impact of counseling services on students.....	1 2 3 4
7. Overall impact of intervention services on students.....	1 2 3 4
<b>Assessment Experience</b>	
1. Learning Disability.....	1 2 3 4
2. Emotionally Disturbed/ Social Emotional.....	1 2 3 4
3. Intellectually Disordered/ Severely Handicapped.....	1 2 3 4
4. English Language Learner, Bilingual/Bicultural.....	1 2 3 4
5. Preschool.....	1 2 3 4
6. Autism/Spectrum Disorder.....	1 2 3 4
7. Overall quality of assessments.....	1 2 3 4

<b>Overall Intern Summary Rating</b>	
<i>Compared to other trainees, how has this Intern has demonstrated overall skills.</i>	
1. Utilization of Supervision.....	1 2 3 4
2. Sensitivity to System Issues.....	1 2 3 4
3. Dependability.....	1 2 3 4
4. Leadership and Initiative.....	1 2 3 4
5. Progress toward independence as a school psychologist.....	1 2 3 4

**Comments:**

Please provide any comments that clarify *strengths/weakness* or that might be helpful to this Intern's continued education and training.

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\_\_\_\_\_  
*Print Name of Supervisor*

\_\_\_\_\_  
*District*

\_\_\_\_\_  
*Signature of Supervisor*

\_\_\_\_\_  
*Date*

**I have read and understood this evaluation**

\_\_\_\_\_  
*Intern School Psychologist Print/ Signature*

\_\_\_\_\_  
*Date*

## CLINICAL CHILD / SCHOOL PSYCHOLOGY WEEKLY INTERNSHIP LOG

**Intern:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_

**District:** \_\_\_\_\_

Week of:	M	T	W	TH	F	Total
<b>I. Permeating Practices</b>						
ASSESSMENT						
Observation						
Interview						
Individual Assessment						
Report Writing						
Case Preparation						
SST, IEP, other Team Meetings						
CONSULTATION						
Teacher Consultation						
Parent Consultation						
Other Collaboration						
<b>II Direct &amp; Indirect Services- Children, Families, Schools</b>						
Individual Counseling						
Group Counseling						
Behavioral, Soc., Emotional Intervention						
Prevention/Crisis Support						
Service Planning						
In-service/ Presentation						
Research/Program Measurement						
Research/ Measurement						
Other School-Wide, Community-Wide Support						
<b>III. Professional Development/ Leadership</b>						
Training/Workshop						
Other						
<b>IV. Supervision</b>						
Individual						
<b>TOTAL FOR WEEK</b>						

**Supervisor's Print/ Sign:** \_\_\_\_\_ / \_\_\_\_\_ **date:** \_\_\_\_\_

P=Preschool E=Elementary School M=Middle School H=High School  
Hours are Recorded in Interns' Electronic, Excel Files

**INTERNSHIP ACTIVITY MONTHLY SUMMARY**

Name: \_\_\_\_\_  
 Supervisor Signature: \_\_\_\_\_

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

- Number
- Data-Based Decision Making:**  
*At least 5 categories are required*
- \_\_\_ Learning Disabled \_\_\_\_\_
  - \_\_\_ Emotionally Disturbed \_\_\_\_\_
  - \_\_\_ Severely Handicapped \_\_\_\_\_
  - \_\_\_ Autism/ PDD/Aspergers \_\_\_\_\_
  - \_\_\_ Mentally Retarded \_\_\_\_\_
  - \_\_\_ RTI- Monitoring or Support \_\_\_\_\_
  - \_\_\_ Section 504 Data Collection \_\_\_\_\_
  - \_\_\_ Bilingual / LEP \_\_\_\_\_
  - \_\_\_ Preschool / Infant \_\_\_\_\_
  - \_\_\_ Manifestation Determination \_\_\_\_\_
  - \_\_\_ Low Incidence \_\_\_\_\_
  - \_\_\_ Behavioral \_\_\_\_\_
  - \_\_\_ Functional Behavioral Analysis \_\_\_\_\_
  - \_\_\_ Other: \_\_\_\_\_

**Prevention, Crisis Intervention, Mental**

- Health:**  
*At least 3 areas are required*
- \_\_\_ Positive Behavior Support \_\_\_\_\_  
 Plan (2 Required)
  - \_\_\_ Prevention Training/Planning \_\_\_\_\_
  - \_\_\_ Individual Counseling \_\_\_\_\_  
 (Include sample case notes/goals  
 and progress notes)
  - \_\_\_ Group Counseling \_\_\_\_\_  
 (Include sample case notes and  
 progress notes)
  - \_\_\_ Crisis Support/Counseling \_\_\_\_\_
  - \_\_\_ 504 Plan \_\_\_\_\_
  - \_\_\_ Other: \_\_\_\_\_

**Communication, Consultation,**

- Collaboration:**  
*At least 3 consultation cases are required*
- Consultation**  
*Consultee: T- teacher, P- parent, A- Admin.*
- \_\_\_ Behavioral Support \_\_\_\_\_
  - \_\_\_ Academic Support \_\_\_\_\_
  - \_\_\_ Social/Emotional \_\_\_\_\_
- Collaboration**
- \_\_\_ Home-School-Community \_\_\_\_\_
  - \_\_\_ Inter-Agency \_\_\_\_\_
  - \_\_\_ School System \_\_\_\_\_
  - \_\_\_ Other \_\_\_\_\_

- Number
- Communication, Consultation,**  
**Collaboration: (cont.)**
- Communication**
- \_\_\_ In-service Presentation \_\_\_\_\_  
 (1 required)
  - \_\_\_ IEP Assessment Results \_\_\_\_\_  
 (At least 6)
  - \_\_\_ Other \_\_\_\_\_

- Direct Service Experiences:**  
*At least 3 areas are required*
- \_\_\_ Resource Specialist Program \_\_\_\_\_
  - \_\_\_ Special Day Class \_\_\_\_\_
  - \_\_\_ Low Incidence Programs \_\_\_\_\_
  - \_\_\_ General Education \_\_\_\_\_
  - \_\_\_ Autism Programs \_\_\_\_\_
  - \_\_\_ Infant / Preschool Programs \_\_\_\_\_
  - \_\_\_ Supervisor \_\_\_\_\_
  - \_\_\_ Student \_\_\_\_\_
  - \_\_\_ Special Education Placement \_\_\_\_\_  
 Discussions
  - \_\_\_ Other: \_\_\_\_\_

**School System, Climate: Program Evaluation**

- At least 2 required*
- \_\_\_ Needs Assessment \_\_\_\_\_
  - \_\_\_ Training \_\_\_\_\_
  - \_\_\_ Program Proposals, Grants, \_\_\_\_\_  
 Support
  - \_\_\_ Evaluation/Data Collection \_\_\_\_\_
  - \_\_\_ Planning Facilitation \_\_\_\_\_
  - \_\_\_ Support for School Climate, \_\_\_\_\_  
 Safety, Organization
  - \_\_\_ Other: \_\_\_\_\_

**Leadership/ Collaborative Participation:**

- \_\_\_ SST \_\_\_\_\_
- \_\_\_ Staff Meetings \_\_\_\_\_
- \_\_\_ IEP \_\_\_\_\_
- \_\_\_ Crisis Team \_\_\_\_\_
- \_\_\_ Planning Team \_\_\_\_\_
- \_\_\_ Professional Orgs. \_\_\_\_\_
- \_\_\_ Other: \_\_\_\_\_

(Note: Required totals are for year-end summary.)



## CALIFORNIA STATE UNIVERSITY, EAST BAY

25800 Carlos Bee Boulevard, Hayward, California 94542-3076

College of Education and Allied Studies

Department of Educational Psychology

Telephone: (510) 885-3011/3013

### First-Year Fieldwork Agreement

The goal of the School Psychology First-Year Fieldwork experience is to provide guided learning that promotes the Fieldworker's professional development. The Fieldwork Agreement, therefore, acknowledges central provisions that ensure a balance between learning and professional development.

In undertaking the supervision of a First-Year Fieldworker School Psychologist, the following provisions are points of agreement:

1. The supervising School Psychologist will possess a School Psychology Credential that is valid and current in the state of practice. Supervisors must have completed at least **three (3)** years of experience as a credentialed school psychologist.
2. **One (1)** hour of face-to-face supervision shall be provided each week to each School Psychology Fieldworker.
3. Fieldworker shall be placed in no more than one **(1)** elementary setting and obtain a minimum of one and one half (**1 ½**) days per week of experience in school.
4. Supervisors will assist Fieldworker in maintaining a balance of professional activities expected for a first year fieldworker (e.g., shadowing, counseling, practice assessments, teacher and parent interviews via in person or phone, classroom observations, completion of course assignments, introduction to teachers/staff and school culture) to be documented on the Monthly Logs.
5. No more than two School Psychology Fieldworkers or Interns shall be assigned to any given supervisor.
6. The fieldwork placement shall provide appropriate support for the fieldwork experience, including (a) safe, appropriate work environment and office space; (b) constructive weekly supervision to include reviews of cases and activities and feedback; (c) identification of ten **(10)** *non-special education students* as part of case load for counseling, tutoring, and practicing of cognitive assessment; and (d) agreement of the fieldworker and supervisor guidelines.

I have read the above and agree to the conditions.

**Student Name:** \_\_\_\_\_ Date: \_\_\_\_\_  
 Print/ Signature

**District/School Representative:** \_\_\_\_\_ Date: \_\_\_\_\_  
 Print/ Signature

**CSUEB Faculty Supervisor:** \_\_\_\_\_ Date: \_\_\_\_\_  
 Print/ Signature

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### Second-Year Advanced Fieldwork Agreement

The goal of the School Psychology Second-Year, Advanced Fieldwork experience is to provide opportunities for intervention, consultation, and assessment cases to develop beginning competency and professional identity. The Fieldwork Agreement, therefore, acknowledges central provisions that ensure a balance between learning and professional development.

In undertaking the supervision of a Second-Year Fieldworker School Psychologist, the following provisions are points of agreement:

1. The supervising School Psychologist will possess a School Psychology Credential that is valid and current in the state of practice. Supervisors must have completed at least **three (3)** years of experience as a credentialed school psychologist.
2. **One (1)** hour of face-to-face supervision shall be provided each week to each School Psychology Fieldworker.
3. Fieldworker shall be placed in no more than two **(2)** school/settings and obtain a minimum of two **(2)** days per week of experience in school.
4. Supervisors will assist Fieldworker in maintaining a wide-ranging, balanced experience of professional activities expected for a second-year fieldworker (e.g., active participation in collaborative problem-solving teams; guided assessment for data-based decision making; behavioral and counseling interventions; consultation with at least one teacher for an entire quarter; and shadowing of supervisor) to be documented on the Monthly Logs. Approximately 8-12 assessment cases are suggested.
5. No more than two School Psychology Fieldworkers shall be assigned to any given supervisor.
6. The fieldwork placement shall provide appropriate support for the fieldwork experience, including (a) safe, appropriate work environment and office space; (b) constructive weekly supervision to include reviews of cases and activities and feedback; (c) opportunities to attend trainings, and (d) agreement of the fieldworker and supervisor guidelines.

I have read the above and agree to the conditions.

**Student Name:** \_\_\_\_\_  
Print/ Signature

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

**District/School Representative:** \_\_\_\_\_  
Print/ Signature

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

**CSUEB Faculty Supervisor:** \_\_\_\_\_  
Print/ Signature

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

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### Internship Agreement

The goal of the School Psychology Internship is to provide a guided learning experience that promotes Interns' professional development. The Intern Agreement, therefore, acknowledges central provisions that ensure a balance between professional service and professional development.

In undertaking the supervision of an Intern School Psychologist, the following provisions are points of agreement:

1. The supervising School Psychologist will possess a School Psychology Credential that is valid and current in the state of practice. Supervisors must have completed at least three **(3)** years of experience as a credentialed school psychologist.
2. Two (2) hours of face-to-face supervision shall be provided each week to each School Psychology Intern.
3. Interns shall be placed in no more than three **(3)** schools/settings.
4. Supervisors will assist Interns in maintaining a balance of professional activities (e.g., consultation, counseling, collaboration and assessment) to be documented in the Internship Activities Summary. Approximately 25-35 assessment cases are suggested.
5. No more than two School Psychology Interns shall be assigned to any given supervisor.
6. The Internship placement shall provide appropriate support for the Internship experience, including a contractual agreement that specifies (a) the period of employment consistent with that of the supervising School Psychologist; (b) participation in continuing professional development; (c) expense reimbursement consistent with the district staff; (d) appropriate work environment and adequate supplies, materials secretarial services, and office space; (e) release time for internship supervisors; and (f) commitment to the internship as a training experience.

I have read the above and agree to the conditions.

**Student Name:** \_\_\_\_\_  
Print/ Signature

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

**District/School Representative:** \_\_\_\_\_  
Print/ Signature

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

**CSUEB Faculty Supervisor:** \_\_\_\_\_  
Print/ Signature

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

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### SP PRACTICUM INFORMATION

1. Type out this form completely and \*email to Dr. Jennings <[greg.jennings@csueastbay.edu](mailto:greg.jennings@csueastbay.edu)> as soon as you know your placement, before starting your placement. Please also make a hard copy and bring to your CSUEB faculty supervisor the first week of your University supervision.
2. Please also email this form to Ms. Sarah Arnett of CSSC [Sarah.Arnett@csueastbay.edu](mailto:Sarah.Arnett@csueastbay.edu). The information will be used If you need a NEW or UPDATED MOU for your district.
3. By completing this Practicum Information sheet, you have agreed to be a fieldworker/intern within the district. Any changes to the information provided on this sheet (e.g., district, school, supervisor), requires consultation and approval from Program Coordinator.

Trainee's Name \_\_\_\_\_  
 Entry Year \_\_\_\_\_ Year in Program \_\_\_ (1,2,3) Academic Year of Placement \_\_\_\_\_  
 Best phone# \_\_\_\_\_ Other Phone \_\_\_\_\_  
 CSUEB e-mail address \_\_\_\_\_

-----  
 School District \_\_\_\_\_  
 \*\*Site Supervisor (1) \_\_\_\_\_

Supervisor School Phone \_\_\_\_\_ Supervisor Cell Phone \_\_\_\_\_  
 Supervisor e-mail \_\_\_\_\_  
 Supervisor Credentials: \_\_\_ PPS School Psy. \_\_\_ MA/MS \_\_\_ Ph. D \_\_\_ MFT

Site Supervisor (2) \_\_\_\_\_  
 Supervisor School Phone \_\_\_\_\_ Supervisor Cell Phone \_\_\_\_\_  
 Supervisor e-mail \_\_\_\_\_  
 Supervisor Credentials: \_\_\_ PPS School Psy. \_\_\_ MA/MS \_\_\_ Ph. D \_\_\_ MFT  
 Other (specify) \_\_\_\_\_

	<i>School Site(s) Placement Schedule</i>	<i>School Phone #</i>
Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____

Director of Special Ed. or Coordinator of School Psychs. \_\_\_\_\_  
 Phone # \_\_\_\_\_ Fax # \_\_\_\_\_  
 District Address \_\_\_\_\_

\*\*Supervisor #1 will receive Agreements if a Univ. agreement is required. Practicum\_InfoShet SP\_2014 9/2014

\*Please email as: <[Lastname\\_Prac\\_Districtname\\_2013](mailto:Lastname_Prac_Districtname_2013)>

## CRISIS SITUATIONS

### Consultation Required

Consultation is a necessary component of best practices. School and clinic-based experiences expose fieldworkers/interns to a variety of situations. Some situations may require additional and immediate support from faculty and field supervisors. In such instances, to protect the fieldworker/intern and client, consultation is critical to ensure that the best course of action is implemented. As well, consultation is a valuable part in the fieldworker/intern's professional development as they can learn the most effective way in managing a crisis situation through guidance and support. The following are situations that require consultation:

1. A client reveals an instance of child abuse.
2. A client communicates a serious threat of physical violence against a reasonably identifiable victim or victims.
3. A client reveals suicidal thoughts, feelings, or behaviors.
4. A client reveals any potentially life-threatening circumstance, such as criminal exploitation or substance abuse.

Each of these situations implies possible harm to self or others. The first two instances are called "mandatory report situations" because a legal report is (almost always) required. Although a legal report is not *required* in the case of potential suicide or harm to self, good practice demands (and the law permits) appropriate actions to ensure the safety of the client, even when confidentiality cannot be preserved. Timely and appropriate response becomes especially critical when your client is a minor.

In each of these instances, our student trainees are *required to consult as soon as possible*, both with their fieldwork (on-site) supervisor(s) and with their campus supervisor(s). Further, it is essential that student trainees be knowledgeable about the crisis intervention policies of the settings in which they work, and that they understand the basic principles of suicide assessment and psychological crisis intervention.

**I understand that I am required to seek immediate consultation with my supervisors in situations involving harm to self or others. I have clarified any of the above information which I did not understand. I understand my consulting responsibilities, and I agree to comply.**

\_\_\_\_\_  
Student Trainee *Print Name/ Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
Campus Supervisor *Print Name/ Signature*

\_\_\_\_\_  
*Date*

## **Child Abuse and Neglect Reporting Act (CANRA) Law**

(P.C. 11166) Reporter Responsibility and Sample Employee Form

**Definitions:** The following situations are reportable conditions:

- Physical abuse
- Sexual abuse
- Child exploitation, child pornography, and child prostitution
- Neglect
- Extreme corporal punishment resulting in injury
- Willful cruelty or unjustifiable punishment

**Who Reports:** The following individuals are legally mandated reporters:

- Child care custodians
- Health practitioners
- Commercial film or photographic print processors
- Child Protective Agencies

**When to Report:** A telephone report must be made immediately when the reporter observes a child in his/her professional capacity or within the scope of his/her employment, has knowledge that, or has reasonable suspicion that, the child has been abused. A written report, on a standard form, must be sent within 36 hours after the telephone report has been made.

**To Whom Do You Report:** You have a choice of reporting to the Police or Sheriff's Department or the Probation Department or Child Welfare Agency. Each county has preferred reporting procedures.

**Individual Responsibility:** Any individual who is named in the reporting law must report abuse. If the individual confers with a superior and a decision is made that the superior file the report, one report is sufficient. However, if the superior disagrees, the individual with the original suspicion must report.

**Anonymous Reporting:** Mandated reporters are required to give their names. Non-mandated reporters may report anonymously. Child protective agencies are required to keep the mandated reporter's name confidential, unless a court orders the information disclosed.

**Immunity:** Any legally mandated reporter has immunity when making a report in good faith. In the event a civil suit is filed against the reporter, reimbursement for fees incurred in the suit will be provided in an amount up to \$50,000. No individual can be dismissed, disciplined or harassed for making a report.

**Liability:** Legally mandated reporters can be criminally liable for failing to report suspected abuse. The penalty for the misdemeanor is up to six (6) months in county jail, a fine of not more than \$1,000, or both. Mandated reporters can also be civilly liable for failure to report.

**Notification Regarding Abuse:** You are not legally required to notify the parents that you are making a report; however, it is often beneficial to let the parents know you are reporting for benefit of a future relationship.

**I understand that I am a legally mandated reporter. I have clarified any information listed above which I did not understand, and am now aware of my reporting responsibilities, and am willing to comply. I have also requested an explanation of reporting policies within this agency and understand them as well.**

\_\_\_\_\_  
Employees Name/Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness (Supervisor) Name/Signature

\_\_\_\_\_  
Date

## Suicide Assessment

### A Structured Interview:

The following questions are provided as a set of guidelines for assessing suicidal intent and for structuring an immediate intervention plan. When working with a depressed client, even a client who has not verbalized thoughts of suicide, good clinical practice requires that the therapist conduct a suicide assessment, in order to understand the level of danger posed. Indeed, any time that suicidal thoughts are signaled, the therapist needs to assess.

The questions listed below should not be memorized as exact “scripts.” You will need to change the language to suit each client and each situation. In general, however, these are the kinds of questions that have been found useful in situations in which suicide is a potential threat.

1. What has happened to make you feel the way you are feeling? (Provides essential information and addresses client’s needs to be heard and understood.)
2. Have you had any thoughts about hurting yourself? (Addresses suicidal ideation.)
  - Have you ever had thoughts like this in the past?
  - Have you ever acted upon them?
3. (If yes to Question #2): If you were to decide to harm yourself in some way, have you thought about how you would do it? (Addresses level of suicidal intent: planfulness and lethality.)
4. (If yes to Question #3): Do you currently have access to (a gun, pills, car, or whatever means of self-harm has been specified in the client’s plan?) (Addresses immediate feasibility of clients acting upon the plan.)
5. To this point, what has kept you from harming yourself? (Addresses coping mechanisms and positive influences currently in operation.)
6. Who are the people who could support you at this difficult time? (Addresses the availability of a personal support system.)

### Assessing Violence Risk in Tarasoff Situations: A Fact-Based Model of Inquiry

If you suspect that a client intends to harm an identifiable person, you must consult with University and field supervisors to evaluate your Tarasoff duty to warn the identified party. Complete a CIRF for any communicated threat. As a potential mnemonic device to evaluate other-harm cases, the acronym ACTION can be used to recall six factors, below. Include the six in your CIRF.

- A Attitudes that support or facilitate violence  
*the stronger the perceived justification, the greater the likelihood of action*
- C Capacity  
*access to means/ target person; opportunity; physical/intellectual capacity*
- T Thresholds crossed  
*engagement in behaviors leading to further violence (e.g., breaking laws and rules)*
- I Intent  
*plan and access to means to carry out harm, or more directly, behaviors that indicate a commitment to action. Is there an imminent threat of physical harm?*
- O Other's reactions  
*support/justification for action vs. discouragement/concern for action from others- friends, parents, siblings, teachers, or other adults*
- N Non- compliance with risk reduction interventions  
*interest and willingness to participate in interventions to reduce or mitigate risk*

“These factors are not presented in any particular order of importance, nor is the list intended to be all inclusive. Rather, they are intended only to serve as a framework for guiding a fact-based risk inquiry arising in the context of an otherwise routine clinical encounter” (p.381).

“The central question in Tarasoff cases is typically not whether the client has a certain statistical probability of violence toward any third party over a specified time period; rather it is whether the client's ideas and behaviors should give rise to a reasonable clinical concern about potential harm to **a specific identifiable target**, whether those indications suggest that the client is on a pathway toward a violent act, and, if so, what interventions have a reasonable likelihood of reducing the risk of harm” (Borum & Reddy, 2001, p. 384).

Borum, R., & Reddy, M. (2001). Assessing violence risk in Tarasoff situations: a fact-based model of inquiry. *Behavioral sciences & the law*, 19(3), 375-385.

*Download article at <[http://scholarcommons.usf.edu/mhlp\\_facpub/552](http://scholarcommons.usf.edu/mhlp_facpub/552)>*

**Tarasoff Key Evaluation Notes**

1. What did your client say? What is the specific threat? Note *how, when, where...*
2. Who is (are) the identifiable person(s)? Where are they?
3. Record the following if you suspect that your client intends to harm someone. Your notes will be essential in determining if you must break confidentiality to warn a party.

**A**     Attitudes (client's) that support or facilitate violence

**C**     Capacity

**T**     Thresholds crossed

**I**     Intent

**O**     Other's reactions

**N**     Non-compliance with risk reduction interventions

**CONFIDENTIAL Incident Reporting Form (CIRF)    Use Electronic Version on BlackBoard***Mandatory Reporting/Crisis Documentation*

Date Recorded \_\_\_\_\_ Level of Concern: \_\_ Highest (crisis), \_\_ Moderate, \_\_ Low

Professional-in-Training \_\_\_\_\_ University  
Supervisor \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Pupil Name \_\_\_\_\_ Grade \_\_\_\_\_ Date(s) of Incident(s) \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Field Supervisor Name \_\_\_\_\_ Phone Contact \_\_\_\_\_

Email \_\_\_\_\_

1. Brief Description of Situation (2-3 sentences. Include all parties involved)

2. Risks/Needs (How did you identify level of concern?) What is the level of risk (e.g., scales)?

3. Current/Possible Strengths, Supports, and Community Resources

4. Brief Summary of Support, Action, Referral, 5150, and/or \*Reporting

5. Plan for Follow-up Support

\*Date/Time of call to CPS (If suspicion of abuse/neglect) \_\_\_\_\_

\*Date CPS Report submitted (If suspicion of abuse/neglect) \_\_\_\_\_ Name of Caseworker

\*Other Agencies contacted (e.g., police)  
\_\_\_\_\_Date/Time of Communication with District Supervisor \_\_\_\_\_ Date/Time of Communication  
with University Supervisor \_\_\_\_\_



**CONFIDENTIAL Follow-up Form (CFF)***Follow-up to Mandatory Reporting/Crisis Documentation Incident*

Date Recorded \_\_\_\_\_ Current Level of Concern: \_\_ Highest (crisis), \_\_ Moderate, \_\_ Low

Professional-in-Training \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

1. Summarize Field Supervisor Recommendations      Brief Description (*2-3 sentences*)

2. Summarize Actions Taken or Not Taken by CPS/Agency/Case Worker

3. Do You Have A Release of Information With Hospital, Therapist, etc.? What's your Plan?

4. What are Current Strengths, Supports, and Community Resources?

5. What Follow-up Support and Plan are in Place?

6. Were there any Ethical Dilemmas? If so, Note How you Dealt with them.

## **Formative and Professional Practice Portfolio**

The portfolio is a developmental product that represents skill, knowledge, and performance relevant to NASP Training Standards and SP Professional Dispositions and Clinical Aptitudes. Candidates begin with a Formative Portfolio in the second year. Third-year, full-time internship students are required to complete a Professional Portfolio demonstrating their competence in a variety of areas (see Advanced Fieldwork and Internship Syllabi for Portfolio Rubric). The portfolio may include various logs and work samples (e.g., consultation notes or psychoeducational reports) that are illustrative of internship activities and projects throughout the year. Portfolio materials should be compiled cumulatively, and samples should be shared quarterly with the field site and university supervisors in order for the intern to receive guidance and feedback about each activity. The Formative Portfolio is due in the spring quarter of the second year for Advanced PPS School Psychology (EPSY 6205). Advanced Fieldworkers and Interns are required to submit samples and rationales for NASP skill areas during weeks 5 and 9 each quarter. The final, Professional Portfolio is submitted Week 9 of spring quarter of the internship year for evaluation by faculty.

The portfolio is one of several tools used in documenting the activities of the internship year. The student's successful completion of the internship is evaluated by means of a combination of feedback mechanisms including supervisor rating forms, telephone and face-to-face contacts between university and field site supervisors, and the documentation of intern performance provided in the portfolio. Activities promote Program Dispositions and Aptitudes and NASP skills.

The portfolio encourages the professional-in-training to keep an ongoing record of experiences gained during second and third years. Properly prepared, the portfolio may also prove helpful in securing that all-important first job as a school psychologist.

Intern portfolios will vary widely, in content as well as presentation. In general, however, it is expected that the portfolio will include samples of work demonstrating NASP skill development.

### Sample Documents and Requirements

Section	Competency	Documents/ Artifacts	
1	<b>Data-Based Decision-Making and Accountability</b>	<ul style="list-style-type: none"> <li>• <b>Assessment report or extensive data collection summary with student profile</b></li> <li>• <b>Application of RIOT and ICEL</b></li> <li>• <b>Recommendations/ goals linked to assessment data</b></li> <li>• <b>Evidence of applied recommendations</b></li> <li>• <b>Outcome data and service evaluation</b></li> </ul>	
2	<b>Consultation and Collaboration</b>	<ul style="list-style-type: none"> <li>• Brief summary- 1 page per session</li> <li>• Pre-Post data collection regarding presenting problem</li> <li>• Consultee Satisfaction Evaluation</li> </ul>	
3	<b>Interventions and Instructional Support to Develop Academic Skills</b>	<ul style="list-style-type: none"> <li>• ICEL x RIOT Table</li> <li>• Rtl/CBM assessment (e.g., types of curriculum base measures, screeners)</li> <li>• Baseline and Intervention data for each</li> <li>• PND Effect Size Worksheet</li> </ul>	
4	<b>Interventions and Mental Health Services to Develop Social and Life Skills</b>	<ul style="list-style-type: none"> <li>• ABC Observation; FBA; BSP; GAS; Brief Session Summary (for each counseling or intervention contact);</li> <li>• Weekly Monitoring Data/ Graph</li> <li>• Outcome Evaluation Sheet</li> <li>• PND Worksheet</li> </ul>	
5	<b>School-Wide Practices to Promote Learning</b>	<ul style="list-style-type: none"> <li>• <b>School-Wide Project Proposal (Due <i>Week 10, Fall</i>)</b> What is the Problem? What Data will you seek? Collaborators, Timeline, &amp; Resources?</li> <li>• <b>List of data sources</b> with specific archival, observation, and interview data.</li> <li>• <b>List of relevant cited research, interventions, or reviews of theory and practice</b> (e.g., Best Practice articles)</li> <li>• <b>Summary of School-Wide Problem Presentation</b> (i.e., PowerPoint)</li> </ul>	
6	<b>Preventive and Responsive Services</b>	<ul style="list-style-type: none"> <li>• Crisis Case: Reference list for strategies</li> <li>• 1-2 page informational handout for parents or educators/staff</li> <li>• CIRF <u>Confidential Incident Report Form</u>—IF there was a crisis.</li> <li>•</li> </ul>	
7	<b>Family-School Collaboration</b>	<ul style="list-style-type: none"> <li>• Brief Summary of Parent and Stakeholder meetings/ communication</li> <li>• Pre- and Post- Intervention data.</li> </ul>	
8	<b>Diversity in Development and Learning</b>	<ul style="list-style-type: none"> <li>• Session Summary</li> </ul> <p>Communication Summary</p>	
9	<b>Research, Program Evaluation</b>	<ul style="list-style-type: none"> <li>• Raw Pre-Post Data</li> <li>• Analysis Print Out (e.g., graphs/charts)</li> <li>• Project Presentation Rating Forms</li> <li>• Present findings to school stakeholders Spring <i>week 9</i>;</li> <li>• Presentation Evaluation.</li> </ul>	
10	<b>Legal, Ethical, &amp; Professional Practice</b>	<ul style="list-style-type: none"> <li>• Brief summary of sessions, goals, strategies, or consultation</li> <li>• <u>Ethical/Legal</u>: Service summaries, notes, communication, or other ethical/legal documents to connect case study to NASP ethical standards or legal requirements (e.g., Ed Code).</li> </ul>	

### Key Supervision/Placement Tasks Throughout the Year

	Year 1	Year 2	Year 3
Before the Year Begins	<p>Complete pre-requisites, TB, LiveScan.</p> <p>Review Student Handbook and key forms. Prepare for Quiz.</p> <p>Review SP Blackboard</p> <p>*Review Guidelines for Supervision with supervisor.</p> <p>*Share list of key assignments with supervisor.</p> <p>Interview Supervisor. Prepare for EPSY 6765 School Services paper.</p>	<p>Review Student Handbook and key forms.</p> <p>Review SP Blackboard</p> <p>Explain to supervisor that you can begin meeting with students for counseling, assessment, or any direct/indirect services <b>only</b> after the quarter begins.</p> <p><i>-See the list of activities, below, to initiate between August and late September. This time is designed to maximize shadowing, learning about school psychology roles, and experiencing how the school systems work.</i></p>	<p>Can start seeing students, but need to be in contact with Dr. Davis from August to start of fall term if questions/concerns arise.</p> <p>Review SP Blackboard</p> <p>Share Portfolio Guidelines, focusing on the required case studies and the School-wide Action Research Project (Sections 5, &amp; 9).</p> <p>Shadow field supervisor, interview Resource and Speech teachers, and any other specialists available to learn more about their role and the collaboration process</p> <p>Observe SSTs and IEPs</p>
	<p>Introduce 1<sup>st</sup>-year supervisor letter and explain need for 10 case-load students for the year.</p> <p>*Have supervisor sign Supervision Guidelines and Coordinator of School Psychs. sign Supervision/Placement Agreement</p> <p>*Prepare required electronic logs</p> <p>*Ask for a quiet, confidential meeting space to work with students.</p>	<p>Early activity list to plan:</p> <ol style="list-style-type: none"> <li>1. shadow supervisor in daily tasks- <i>meeting, assessing, planning, calendaring IEP meetings/assessments, communicating with parents/teachers, problem solving.</i></li> <li>2. Attend team meetings- SST, 504, IEP, COST, staff meetings...</li> <li>3. Learn about the referral-AP-assessment-IEP meeting process and team members.</li> </ol>	<p>Prepare Monthly Activity Logs and review with supervisors to track types of cases.</p>
Early in the Year	<p>*Share syllabi with supervisor at beginning of each quarter.</p> <p>*Tour campus with supervisor and meet principal, secretary, custodian, teachers, and other staff.</p>	<p>*Share syllabi with supervisor at beginning of each quarter</p> <p>Discuss required cases such as Teacher consultee (fall); Social Emotional assessment (winter); School-wide System project (late fall-spring).</p>	<p>Schedule a meeting with supervisor (and Special Ed. teacher if possible) to review all IEP paperwork and processes (e.g., forms, communication procedures, and meeting scheduling). Ask supervisor to demonstrate any electronic systems (e.g., SEIS).</p>

	<p>Interview principal, teachers, and other supporters for EPSY 6765 Ecological paper.</p> <p>*Shadow supervisor.</p>	<p>Learn about district program, services, and school needs during before allowed to see students fall, week 1.</p>	<p>Share syllabus with supervisor</p>
	<p>Make sure you have a solid caseload of 10 students. Be ready to explain who the students <i>should and should not be</i>. Obtain 10 students as soon as possible, preferable within few weeks of the quarter.</p> <p>Obtain parent consent for caseload students. Provide copies to University supervisor.</p> <p>Create individual files for caseload students</p> <p>*Review annual Audit Forms, attached to supervision syllabi.</p>	<p>Attend meetings: IEP, SST, 504, &amp; any intervention meeting before the quarter begins.</p>	<p>Share Internship Goals with supervisor to align school cases, professional interests, and Portfolio writing.</p> <p>Schedule Portfolio submissions for weeks 5 &amp; 9 each quarter.</p> <p>Present an in-service topic in group supervision. In-service will be conducted in the winter or spring terms.</p> <p>Problem-solving case presentation in fall and spring terms</p>
	<p>*Discuss key assignments due throughout the year. See Handbook for list.</p> <p>*Request supervisor signatures on logs by week 7, <u>due week 9 every quarter.</u></p>		
Mid Year	Year 1	Year 2	Year 3
	<p>Consider 2<sup>nd</sup>-year Placements; talk with 2<sup>nd</sup> year students for insight.</p> <p>Attend district recruitment sessions on campus.</p> <p>Revise report, seek letters of recommendation, update resume, &amp; submit 2<sup>nd</sup> year fieldwork application. Participate in district interviews.</p>	<p>Prepare to file key assignments for Formative Folio in 2<sup>nd</sup>-year (e.g., MHC and Systems classes)</p> <p>Decide when to take the PRAXIS exam in School Psychology. Must be completed by winter of 3<sup>rd</sup> year.</p> <p>Consider Internship Placements; talk with 3<sup>rd</sup> years students for insight.</p> <p>Attend district recruitment sessions on campus</p>	<p>Review types and numbers of cases to make sure that Monthly Activity Logs are on target.</p> <p>Apply for CSUEB graduation</p>

End of the Year	Year 1	Year 2	Year3
	<p>Terminate with caseload students</p> <p>*Complete all fieldwork hour requirement for each quarter, year, CCC, and file updates and all documentation needed</p>	<p>Schedule annual review</p>	<p>Schedule exit interview</p> <p>Finalize portfolio samples for submission week 9.</p> <p>Upload electronic samples by week 10.</p>
	<p>Connect Research course literature review to an area of School-Wide program evaluation or service provision. Review samples of previous projects.</p> <p>*Request Field Supervisor Evals. (online) week 7. Submit signed logs <u>week 9</u>.</p> <p>*Prepare for Annual Review with faculty- Coordinator will email instructions for Annual Goals and surveys.</p>	<p>Complete Formative Portfolio integrating 2<sup>nd</sup>-year cases.</p>	<p>Apply for PPS clear credential. See CEAS credential website. Applications accepted after June 1.</p> <p>Update resume and request letters of recommendation.</p> <p>Begin looking for posted positions on Edjoin.</p>
	<p>Prepare to file key assignments for Formative Folio in 2<sup>nd</sup>-year (e.g., CBA class)</p>	<p>Apply for Internship Credential. <i>Must be completed before June 15</i>. See CEAS credential website. Request a letter from your next-year's HR Office documenting the START DATE for your Internship. This letter is required with your Internship Credential Application packet.</p>	<p>Complete all Intern Surveys on Survey Monkey by week 9.</p>

### Field-Based Activities for Course Requirements \*

	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>First-Year</b>	<p>1. (EPSY 6765) <u>Counseling Services</u> Interview school personnel, tour school, and learn about the levels of parent-school-community collaboration.</p> <p>2. (EPSY 6785) <u>Report Writing</u> Fieldworkers write practice reports, conduct interviews, observations, and practice DAP and VMI on 5 students on caseload.</p> <p>3. (EPSY 6500) <u>Cognitive Behavioral Therapy</u> Fieldworkers conduct FBA observations and interviews &amp; implement CBT techniques with one student on caseload.</p> <p>4. (EPSY 6670) <u>Fieldwork Supervision</u> Supervisors coordinate fieldworkers' caseload of <b>10</b> students. (These are students <i>without learning or social-emotional difficulties</i>). <b>Six</b> should be non-African American; <b>1</b> should be an ELL. Communicate with supervisor to identify the students <b>ASAP!</b> Fieldworkers shadow supervisors (SSTs, IEPS), carry caseload of 10 students- provide tutoring, counseling, practice assessments, interviews, observations.</p>	<p>1. (EPSY 6911) <u>Report Writing</u> Fieldworkers practice <b>6</b> cognitive assessments (WISC IV &amp; DASII) with <b>1</b> Alternative assessment. They do not count and are <b>not</b> shared with anyone. Field Supervisor to observe one WISC IV administer and provide feedback on checklist form.</p> <p>2. (EPSY 6762) <u>Group Counseling</u> Participate in an 8-10 week group in your school setting as an <i>observer</i> or as a <i>co-facilitator</i>. (Students also attend one support group meeting and participate in a group for 8 weeks.)</p>	<p>1. (EPSY 6746) <u>Learning Disability- SLD=I</u> Fieldworkers practice <b>3</b> CTOPP and <b>3</b> NEPSY and integrate cognitive data.</p> <p>2. (EPSY 6783) <u>Curriculum Based Assessment and RtI</u> Fieldworkers identify one classroom that includes one caseload student to collect class-wide DIBELS data. The caseload student will also be administered AIMSWEB math and writing measures. Data-based academic interventions implemented with caseload student. Interview teacher, principal, psychologist, &amp; expert on perceptions of RtI.</p> <p>3. (EPSY 6630) <u>Assessment of English Language Learners</u> Complete a case study of an English Language Learner and Selection one: a. Administer the standard battery of the <i>UNIT</i> to a child; OR b. Interview a professional working with ELL students; OR c. Select an educational test and learn how to administer it.</p> <p>4. (EPSY 6301) <u>Pediatrics</u> Fieldworkers conduct practice reviews of course sample reports (MR, Autism, OHI) and determine eligibility. Fieldworkers administer ADHD and Autism rating scales and practice write-up. Observe two SDC classrooms and conduct teacher interviews.</p>

\* All three quarters, field evaluations, logs, and monthly activity summaries (Interns only) are due to University Supervisor on **week 9**.

	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Second-Year</b>	<p>1. (EPSY 6669) <u>MH Consultation</u> Advanced Fieldworkers work with <i>one teacher</i> for the entire quarter in collaborative problem solving- individual student or classroom. Identify the teacher <b>ASAP</b> who will be the consultee.</p> <p>2. (EPSY 6770) <u>Advanced Supervision</u> Review NASP Skill Standards and connect cases to professional skill development. Present cases each quarter using Intervention forms.</p> <p>3. (EPSY 6205) <u>Child Psychopathology</u> Conduct <b>5</b> videotaped and/or audio taped sessions with a child. The child may be at a school site, the CCC, OR other setting (e.g., a child that the student somehow knows).</p> <p>3. (EPSY 6810) <u>SLD II</u> Identify 1-2 LD assessment cases with processing deficits. Develop assessment questions and select subtests (e.g., NEPSY &amp; CTOPP) to investigate. Cases can be shared with supervisor or independent.</p>	<p>1. (EPSY 6912) <u>Social Emotional Assessment</u> Fieldworkers conduct a comprehensive Social Emotional Assessment with one student (BASC-3, Conners, Interviews, Roberts, sentence completion).</p> <p>2. (EPSY 6764) <u>Intervention Strategies: Systems &amp; Organizations</u> Fieldworkers conduct a needs assessment for a Program Development project. They review school-wide data (e.g., California Healthy Kids Survey, CoVitality, or archival data).</p> <p>3. (EPSY 6820) <u>Crisis Intervention</u> Fieldworker review school/district crisis manual and provide feedback, share with supervisor; develop a crisis plan on crisis presentation topic; fieldworker develop informational folder of community resources.</p>	<p>1. (EPSY 6205) <u>Advanced PPS</u> Compile Best Practice samples of professional work, critically review related NASP skill demonstration, and develop a <b>formative portfolio</b>. Develop professional goals for Internship.</p>

*\* All three quarters, field evaluations, logs, and monthly activity summaries (Interns only) are due to University Supervisor on **week 9**.*



	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Third-Year</b>	<p>(EPSY 6880) <u>Internship Supervision</u></p> <p>Review syllabus, schedule folio sections, and work with supervisor(s) early to ensure a range of cases that matches folio/ monthly activity log requirements.</p> <p>Review Intern content/skill goals with supervisor(s); link goals with folio cases.</p> <p>Integrate folio feedback to improve on NASP skill demonstration.</p> <p>Home-School-Community Collaboration Project</p> <ol style="list-style-type: none"> <li>1. Review of Partnerships (Week 3);</li> <li>2. Vision &amp; Activity Plan (Week 5);</li> <li>3. Collaboration Activity (Week 7);</li> <li>4. Summary/Presentation (Week 9).</li> </ol>	<p>(EPSY 6880) <u>Internship Supervision</u></p> <p>Consider a system-level program/ challenge to review or investigate. Consider school-wide/ district-wide data. Proposal due Week 2; Data Collection Due Week 6; Summary/Presentation Due Week 9.</p> <p>Link an in-service to Intern goals. Present to school personnel and collect evaluation feedback.</p>	<p>(EPSY 6880) <u>Internship Supervision</u></p> <p>Complete professional portfolio. Share final portfolio with supervisor.</p> <p>Prepare for Exit Interview: portfolio, field supervisor evaluation, and overall demonstration of NASP skills.</p>

*\* All three quarters, field evaluations, logs, and monthly activity summaries (Interns only) are due to University Supervisor on **week 9**.*

CALIFORNIA STATE UNIVERSITY, EAST BAY

SUPERVISOR CERTIFICATE  
SCHOOL PSYCHOLOGY

THIS IS TO CERTIFY THAT \_\_\_\_\_ HAS SERVED AS AN  
ON-SITE SUPERVISOR FOR \_\_\_\_\_ (STUDENT) DURING THE  
20\_\_ - 20\_\_ ACADEMIC YEAR. SUPERVISION MEETINGS WERE HELD FOR \_\_\_\_\_  
HR(S) PER WEEK, OVER THE COURSE OF \_\_\_\_\_ WEEKS FOR A TOTAL OF \_\_\_\_\_  
HOURS. THESE HOURS ARE RECOGNIZED FOR CONTINUING PROFESSIONAL  
DEVELOPMENT, AS THE SP PROGRAM IS NASP APPROVED.

WE GRATEFULLY ACKNOWLEDGE THE CONTRIBUTIONS OF OUR SUPERVISORS.  
THEIR EXPERTISE AND WILLINGNESS TO SHARE GREATLY ENHANCE THE  
QUALITY OF OUR STUDENTS' LEARNING.

\_\_\_\_\_  
GREG JENNINGS, Ph.D., COORDINATOR  
SCHOOL PSYCHOLOGY PROGRAM

\_\_\_\_\_  
DATE

### CSUEB School Psychology Program Summary of Expectations by Year of Field Placement

Trainee Year	Counseling	Assessment	Case Intensity	Supervision
<p><b>1: School Psychology Fieldworkers</b> (<u>Elementary</u> level, <u>1 site only</u> for the school year)</p> <p><i>Monday and Friday Placement Days</i></p>	<p>7-10 who are experiencing <b>mild</b> adjustment challenges (e.g., students needing minor support for social skills, adjusting to changes/transitions, extra attention).</p> <p>Supervisors assist in gathering setting up caseload during the first week of placement.</p>	<p>All assessment is for practice (parent, teacher, and student interviews, observations, cum reviews, cognitive testing, visual motor testing, processing testing). No data collection may be used for official educational purposes or IEP's (not shared with teacher or parents).</p>	<p>7-10 cases are <u>students who may benefit from extra attention</u>. Students should not require significant supports for functioning. <i>They should not be on any "radar" for testing.</i></p>	<p><b>1 Hour</b> a week face-to-face individual supervision at the placement school site.</p>
<p><b>2: Advanced School Psychology Fieldworkers</b> or <i>Pre-Interns</i> (any level)</p> <p><u>2 day placement</u></p> <p><b>1</b> school site is highly recommended. <i>A second school may provide additional cases later in the year.</i></p>	<p>Trainees start with 1 or 2 individual cases and learn how to develop 1 or 2 groups during fall and winter quarters. The focus on how to develop counseling curriculum and goals.</p> <p><u>Weekly</u></p> <p><b>Individual:</b> No more than <b>3</b> Individual cases a week.</p> <p><b>Group:</b> No more than <b>2</b> groups at a time.</p>	<p>Advanced Trainees should start the year assisting supervisors: observing, administering a portion of measures, and observing the process. Re-evaluation cases are recommended for the beginning of the year. Supervisors can judge if 2<sup>nd</sup>-year fieldworkers are ready to take on independent re-eval. assessment cases near the middle of 2<sup>nd</sup> quarter.</p> <p>Yearly Totals: <u><b>7-12</b></u></p>	<p>Caseload students can have a range of challenges. More intensive cases should be shared with field supervisor.</p> <p>Second-year Fieldworkers will consult with supervisors to plan for cases throughout required for the Formative Portfolio. Activities include school-wide data collection and teacher consultation.</p>	<p><b>1 Hour</b> a week face-to-face individual supervision at the placement school site.</p>
<p><b>3: School Psychology Interns</b> (<u>maximum of 3 sites</u> at any level)</p> <p><i>(Only 3<sup>rd</sup>-year trainees are "Interns")</i></p>	<p>Interns are ready to provide counseling for students with IEP Counseling.</p> <p><u>Weekly</u></p> <p><b>Individual:</b> No more than <b>5-7</b> total cases at a time.</p> <p><b>Group:</b> No more than <b>3</b> total groups at a time.</p>	<p>Interns should consult with supervisors to learn schools' "AP to IEP Meeting" process. Shadowing of supervisors' assessment and IEP meeting processes is key. Interns are ready for independent cases. Collaboration is required for initial (1-2) cases.</p> <p>Yearly Totals: <u><b>25-30</b></u> <u>independent, comprehensive cases</u></p>	<p>Interns are ready for more intensive cases. However, they are required to consult with supervisors on all cases.</p> <p>Interns will plan for cases required for the Professional Practice Portfolio (PPP) and will be planning school-wide data collection. Refer to PPP Guidelines from Intern.</p>	<p><b>2 Hours</b> a week face-to-face individual supervision at the placement school site.</p>

- Please contact the University Supervisor if there are any questions/concerns regarding appropriateness of cases.

Please note that all 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>-year School Psychology Trainees are required to consult with District and University Supervisors if there are any potential legal, ethical, or crises concerns. A Confidential Incident Report Form (CIRF) is required for all such situations to insure communication between trainee, district, and University.

For any crisis or ethical issue, please call/return call by phone same day. For non-crisis questions, please respond 1-2 days. *Supervisors are required to have completed 3 years of service as CA credentialed School Psychologists.*

## Caseloads

For **first year**, trainees need supervisors' direct assistance in identifying 7-10 students in the school who have minor adjustment challenges. Each student provides an opportunity to practice counseling, tutoring, and assessment for the first year. These assessments are for practice only and no data is shared with the teacher, parents, or student's file. Supervisors assist by talking to teachers about appropriate students, assisting in calling parents prior to permission requests sent home, and helping trainees arrange times to see students. First years will require much support to learn about school systems and interactions with teachers, parents, and students; thus, shadowing and observations of supervisors is critical to their learning.

\* Please note that trainees will need *at least 5 students* that can be tested with IQ measures. Additionally, they will need to have *1 ELL student and 1 student for an Alternative Assessment*, such as an African American student.

**Second and third year** trainees provide counseling, assessment, and intervention support for students who need services. Trainees at all three years need time and support to develop caseloads.

## Counseling

Advanced Fieldworkers (2<sup>nd</sup> year) - and Interns (3<sup>rd</sup> year) also need time to construct individual and group caseloads. As part of their training, they are required to do the following:

1. Consult with teachers and others who know the students (e.g., identifying strengths and weaknesses and levels of need/concern)
2. Observe students in class before selecting individual or group assignments
3. Consult with supervisors to apply clinical judgment in determining which students are appropriate for groups
4. Develop measurable goals for counseling and monitor progress
5. Track counseling cases, summarize in weekly supervision, and consider additional information needed for continued service (e.g., social-emotional status, anxiety and depression, or behavioral status).

## District-University Communication

Quarterly check-ins with the University supervisor are required via email, phone, or in-person. Please call or email University Supervisor any time you have a concern!

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## **National Association of School Psychologists (NASP) and California Commission on Teacher Credentialing (CCTC)**

The SP program is NASP and CCTC accredited. Our program is nationally recognized and meets the California requirements for the standards of educator preparation and competence. SP promotes NASP's mission of professional competence; essential components of graduate education and professional development; graduate preparation of school psychologists to deliver a continuum of services to children, youth, families, and schools; identification of professional practices that are empirically based, data driven, and culturally competent; and advocacy for the value of school psychological services and for appropriate research-based education and mental health services, among other important initiatives. Our trainees receive comprehensive training in core NASP domains of knowledge and outcomes. They are well prepared to meet the demands in the field.

SP encourages field supervisors to be a part of the Advisory Committee to provide feedback in our program accreditation and training process.

### **ONLINE SOCIAL MEDIA FORUM**

The PPS Cluster utilizes online social media forum (e.g., Facebook) as a way to keep in touch with alumni, supervisors, and students; make announcements related to Program events and student accomplishments, and provide opportunities for student networking. PPS Cluster will make announcements and post pictures related to professional development and program events on such forums. Unless indicated in writing by the student/supervisor, your consent is provided to the Program to post and share your professional participation and accomplishments at CSUEB Department of Educational Psychology.

Add us as your "Friend" at EPSY PPS and "Like" us at CSUEB Educational Psychology.

### **Please contact me if you have any questions or suggestions regarding the SP Handbook for Supervisors:**

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