Program Design

California State University, East Bay’s School Psychology Program is a National Association of School Psychology (NASP)-approved program that offers three Candidate outcomes: rigorous studies toward the MS in Counseling, professional training toward the PPS Credential in School Psychology, and clinical training and experience toward the Marriage and Family Therapy (MFT) Licensure specified by the California Board of Behavioral Sciences.

The Program is coordinated and directed by Greg Jennings, Ph.D., Professor of Educational Psychology. The College of Education and Allied Studies (CEAS) provides 6 units of release time a year for his Coordination. Coordination duties include leadership in curriculum, clinical and professional skill evaluation, faculty-Candidate communication, district-University communication and field supervisor/Advisory Committee orientation to the program, organization of program and Candidate evaluation data, and review of Candidate recommendations from admissions to credentialing. The Coordinator collaborates with CEAS offices including Admissions and Credentialing Student Service offices as well as with University Graduate Division and Provost offices.

Our training philosophy promotes a strength-based, social justice perspective in which each Candidate works to identify pupils’ current assets, key relationships, and school/community environmental strengths while collaboratively applying a full range of problem solving, therapeutic, and intervention skills. Thus, we consider it essential that each of our Candidates should develop sound professional dispositions and values in concert with professional knowledge. Coursework progresses from theory and foundation of practice to advanced practice and skill specificity to ensure that completers are well prepared to promote effective system-level intervention programs that meet the needs of children, schools, families, and communities.

Over the past two years, one of the most significant program modifications has been the Professional Practice Portfolio renovation. The program made three changes: 1. anchored one comprehensive case study to each of the ten 2010 NASP Training Standards; 2. standardized and expanded the range of skills and knowledge required for each case study applying the Problem Solving Model; and 3. taught and required effect-size measurement of service impact for social emotional as well as academic intervention. Concurrently, the program has more closely tied second-year field-based assignments to the introduction of the year-long Portfolio in the third year. Additionally, we help second-year Candidates to develop Internship Goals and to reflect on their current skills and knowledge they will expand in the following year.
The following are Candidate, faculty, Field Supervisor, Advisory Committee, and Alumni means of program and training input.

1. Candidates provide program feedback, presenting program strengths and areas for growth/concern during Student Representative Meetings (one Student Representative per supervision group) with program faculty. Candidates also provide formal field placement feedback each spring in a Field Placement Survey. Completers evaluate program curriculum, training, University supervision, and overall program satisfaction in an Exit Interview.

2. Faculty meet each Wednesday morning to discuss program events, training needs, and student progress.

3. University supervisors call and email field supervisors regarding Candidate progress and University-District concerns at least twice a quarter. These district supervisors also provide quarterly suggestions for program improvement in the formal Fieldwork Supervisor Evaluation. Lead psychologists and coordinators of School Psychology services meet at least once a year of the Advisory Committee meeting.

4. For the past three years, an annual Alumni Meeting has provided an opportunity for graduates to share feedback and suggestions in an informal, open-forum and in a formal on-line Alumni Survey.

**Course of Study (Curriculum and Field Experience)**

Prior to program entry, Candidates are required to have a foundation in basic psychological concepts, as demonstrated in completion of prerequisite courses in Development, Learning Theory, Abnormal Psychology, Introduction to Statistics, and Psychological Tests and Measurement. During the program, courses progress from theory and foundation (in the first year) to advanced application and practice (in the second year) with supervised leadership as a focus (in the third year). Academic courses in the first two years are coordinated with field placements so that Candidates can apply intervention, assessment, consultation/collaboration, and program development skills and knowledge in k-12 schools. Academic requirements are completed before Candidates apply for the Internship Credential.

Candidates have three placements, one for each year. In year one, for *one-and-a-half days a week*, Candidates shadow supervisors, provide counseling and tutoring to pupils, and practice beginning assessments on students-of-convenience. They also develop foundational counseling skills in our University’s Community Counseling Clinic. In year two, for *two days a week*, Candidates implement group and individual counseling goals, consult with teachers, and collaborate in intervention and assessment cases. During the full-time 1200-hour Internship in
the third year, Candidates integrate skills and knowledge with greater autonomy, particularly when developing and evaluating school-wide service programs and services.

The program collaborates with local, highly diverse school districts to maximize Candidates’ multicultural experience in working with English Language Learners and students from a wide variety of cultural backgrounds. Candidates therefore experience opportunities to practice cultural competency throughout the program.

Coursework and fieldwork are designed to integrate a Scientist-Practitioner perspective. That is, the goal is to introduce theory and Best Practice in early courses, provide field-based opportunities for Candidates to apply data collection and needs assessment, problem solving, evidence-based interventions, and evaluation of service effectiveness to students.

First- and second-year Candidates meet a minimum of an hour a week, in individual/face-to-face supervision, with their credentialed school psychology field supervisors. Interns meet for a minimum of two hours a week for field supervision. Additionally, first-year Candidates meet with a University supervisor for three hours a week. The third hour focuses on beginning clinical skills. Second- and Intern- year Candidates meet two hours per week for University supervision. Candidates have access to all program requirements, placement procedures and related evaluations, and field-based assignments in their Program Student Handbooks.

Assessment of Candidates
Candidates are assessed for program competencies, skills/knowledge, and program dispositions and aptitudes quarterly by field supervisors. Further, University supervisors formally evaluate all these areas annually and provide quarterly informal feedback to Candidates. The following is the formal list of evaluation assessments:

1. Praxis II Examination *(Nationally Certified School Psychologist, NCSP performance passing expectation, 174 total)*

2. Field Supervisor Evaluation- Year 1

3. Field Supervisor Evaluation- Year 2

4. Field Supervisor Evaluation- Year 3


6. Exit Interview- *Internship Year*
Candidates have the opportunity to review all assessment areas, including NASP Training Standards (2010), Program Dispositions and Aptitudes, and Expectations for Professional Behavior, at the beginning of the program when they are quizzed for understanding in the Program Student Handbook. Thereafter, the Program Coordinator discusses fieldwork supervision evaluations and University supervisors review all areas of progress during Annual Review meetings in the spring of each year.