

SCHOOL PSYCHOLOGY with Integrated MFT

Master's in Counseling Psychology

PROGRAM CANDIDATE HANDBOOK

2026-2027



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

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WELCOME!

Dear School Psychologists-in-Training,

Welcome to our NASP & CCTC accredited School Psychology Program at California State University, East Bay! I congratulate you on being selected to a rigorous professional training program and I look forward to our mutual learning. This Program Candidate Handbook is the result of years of dedicated work by committed professors and feedback from outstanding graduates.

Please carefully read all contents of this handbook. It outlines academic, professional, and ethical expectations for trainees. Further, the Handbook provides the information and background you will need to be successful in your transition from student to professional. In your first year you will be asked to review the Expectations for Ethical Professional Behavior and to sign the Conditions for Acceptance and Credentialing as evidence of your commitment to your professional growth. All trainees are required to sign the Candidate Handbook agreement. Our Program Faculty's task is to provide instruction, feedback, and support in your pursuit of academic and professional excellence. Your role is to be proactive in your learning, field experience, and credentialing. *Each fall, download an updated Handbook. Your enrollment in the Program and signature at the end of the Handbook is an agreement of the policies and guidelines set in this Handbook.* If you have questions or concerns about a course, placement, program requirement, or training challenge, please take time to talk with your Coordinator or your instructor right away.

Finally, I encourage you to learn from your peers, professors, field supervisors, service communities, and professional organizations (e.g., National Association of School Psychologists-NASP and California Commission on Teacher Credentialing-CCTC). NASP and CCTC provide us with professional guidelines and training standards for best practices in school psychology; therefore, we uphold the highest professional training standards. Additionally, the Program Handbook offers an overview on your academic training; your effort and commitment will be critical in developing professional identity and excellence in the field. Be sure to review this Handbook frequently to ensure your success in the Program.

Best Wishes,

Alison Rose, Ed.S., M.Ed., M.P.

Coordinator
CSUEB School Psychology Program

CONCEPTUAL FRAMEWORK OF SCHOOL PSYCHOLOGY PROGRAM OVERVIEW

Program Evolvement

The School Psychology Program at California State University, East Bay is a three-year, full-time School Psychology program. It 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.

The program gathers annual and semester data (Fall and Spring) 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 part of a major revision in 1992, the program was expanded to include a third year of full-time (1200 hour minimum) School Psychology Internship experience. *In 1995, the program was granted full approval by the National Association of School Psychologists (NASP). Since then, our program continues to be re-accredited by NASP based on our data-based outcomes in student learning. Our program is the only nationally accredited specialist-level program in the San Francisco Bay Area.* Stay up to date on our NASP accreditation: [LINK](#).

Training Philosophy and Goals

The **Training Philosophy** of the program is to train and prepare graduate students to become credentialed School Psychologists who demonstrate skill, knowledge, and competency in the NASP 2020 Training Standard domains. This training foundation is based on two years of sequenced coursework that integrates theory and school psychology content with University and district supervised field-based practice (pre-practicum in the first year and practicum in the second year). The Internship year, third year of full-time field experience, provides professional experience and supervision from a Scientist-Practitioner perspective. That is, collecting data, applying theory and best-practice approaches to data-based assessments, intervention, and evaluating efficacy of services as action research. Candidate competency in all NASP Training Standard areas is measured in Professional Practice Portfolio Case Studies (capstone project) during the Internship. Additionally, Field Supervisors evaluate skill and knowledge demonstrated in schools for each NASP skill domain.

Graduates train to provide effective, evidenced-based services that promote Social Justice and Equity to diverse school communities and to a variety of educational student needs. The NASP 2010 Ethical Principles, Principle I.3. *Fairness and Justice*, identifies the importance of this professional service. Social Justice and Equity are essential outcomes in the California Bay Area that are identified as equal access to learning opportunities, mental health services, and safety, given historic inequalities for students and families from under-represented cultural and linguistic backgrounds. Our training philosophy highlights culturally responsive services (e.g., matching professional services with cultural needs of communities) as an essential element in service delivery effectiveness. To foster culturally responsive services and support trainees' cultural competency, multicultural content, cases, and theory are integrated in first- and

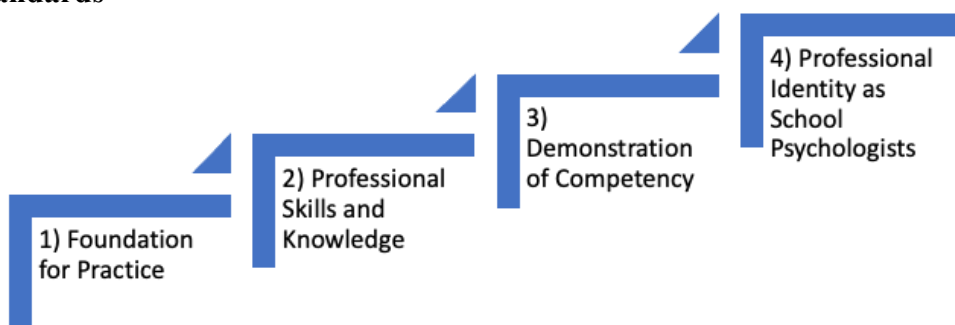
second-year courses. Through the combination of this multicultural curriculum and field placements in some of the most culturally and linguistically diverse schools in the nation, the School Psychology program prepares students to work effectively with children and families across the full spectrum of group and individual differences, while continuously incorporating NASP skill standards in practice.

The Program follows the NASP 2020 Training Standard Domains and CCTC 2021 Performance Expectations as the guiding focus for school psychology instruction, training, evaluation, and student and program performance documentation.

NASP 2020 Training Standards & Domains	CCTC 2021 School Psychology Performance Expectations (SPPE)
Standard II 1: Data-Based Decision-Making	SPPE 1: Data-based Decision Making and Accountability
Standard III 2: Consultation and Collaboration	SPPE 2: Consultation and Collaboration
Standard IV, Element 4.1 3: Academic Interventions and Instructional Supports	SPPE 3: Interventions and Instructional Support to Develop Academic Skills
Standard IV, Element 4.2 4: Mental and Behavioral Health Services and Interventions	SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills
Standard V, Element 5.1 5: School-Wide Practices to Promote Learning	SPPE 5: Direct and Indirect Services – School Wide Practices to Promote Learning
Standard V, Element 5.2 6: Services to Promote Safe and Supportive Schools	SPPE 6: School-wide Practice to Promote Behavioral and Mental Health
Standard VI 7: Family, School, and Community Collaboration	SPPE 7: Family-School Collaboration
Standard VII 8: Equitable Practices for Diverse Student Populations	SPPE 8: Human Diversity
Standard VIII, Element 8.1 9: Research and Evidence-Based Practice	SPPE 9: Research and Program Evaluation
Standard VIII, Element 8.2 10: Legal, Ethical, and Professional Practice	SPPE 10: Legal, Ethical, and Professional Practice & Disposition

The **Goals** of the program are to provide NASP and CCTC Training Standards based on instruction, field-based placements, and cohort learning opportunities to develop foundation for practice, professional skill and knowledge, competency demonstration, and professional identity. Here is the CSUEB Model of Professional Development. Each step builds upon a rigorous sequence of course content, field experience and assignments, individual reflection and case studies, and group supervision and collaboration. Trainees are consistently monitored and assessed in learning and skill development while in the program to ensure competency in demonstrating NASP skill.

CSUEB Professional Development Model & Alignment with NASP 2020 & CCTC 2021 Standards



1) Foundation for Practice- *Dispositions to establish rapport and professional relationships*, [relevant to NASP Training Standard III- Consultation & Collaboration (SPPE 2), Standard IV, Element 4.2- Interventions and Mental Health Services to Develop Social and Life Skills (SPPE 4), Standard VII Diversity in Development and Learning (SPPE 8), and Standard VI- Family-School Collaboration Services (SPPE 7)];

2) Professional Skills and Knowledge- *Opportunities to practice professional skills and apply evidence-based knowledge* [relevant to Standard II, Data-Based Decision Making (SPPE 1), Standard IV, Element 4.1 Effective Instruction and Development of Cognitive/Academic Skills (SPPE 3)];

3) Demonstration of Competency- *Integration of skill and knowledge in the Scientist-Practitioner Model*, [relevant to STANDARD V, Element 5.1 School-Wide Practices to Promote Learning (SPPE 5), and Element 5.2 Preventive and Responsive Services (SPPE 6), and Standard VIII Element 8.1 Research and Program Evaluation (SPPE 9)]; and

4) Professional Identity as School Psychologists- *Reflection and goal setting to transition to independent practice and career-long development* [relevant to Standard VIII, Element 8.2 Legal, Ethical and Professional Practice (SPPE 10)].

Program Overview

The program integrates field-based experiences with NASP-Training Skill Domain-focused course assignments specifically designed to be carried out in school settings all three years. Great effort is devoted to providing students with experiences that are most appropriate to their

particular level of readiness, with the difficulty and complexity of assignments increasing steadily as students' progress through the program and grow in their training. Each course is specifically designed to include field site applications. The student is required to complete a related project in the field setting, in conjunction with readings, lectures and discussions of specific areas of knowledge and application. In this way, the student is able to demonstrate the kinds of knowledge, skills and core values that are central to the philosophy of the program. By the third-year Internship, trainees are provided with more autonomy in preparation for professional independence.

From the point of admission (with prerequisite courses providing a starting foundation for pre-practicum training) to the point of graduation, every student completes a hierarchically organized sequence of courses. All students take the same required sequential courses as a cohort. Each course is designed to address specific requirements and standards, as consistent with state and national criteria for excellence.

The School Psychology program at CSUEB is designed and coordinated in accordance with the theme and vision of the School of Education and the Department of Educational Psychology, which is documented in all course syllabi.

College Mission Statement

We prepare collaborative leaders, committed to professional excellence, social justice, and democracy, who will influence a diverse and interconnected world.

College Vision Statement

We strive to exemplify the ideals of social justice and democracy, distinguished by excellence in teaching, scholarship, vibrant programs, and graduates who are transformative leaders in their communities.

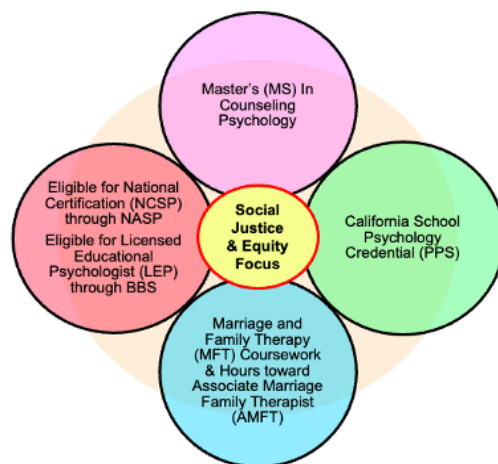
College Values Statement

We, faculty and staff, practice in an inclusive student-centered approach valuing excellence in teaching and scholarship, collaboration and partnership, assessment and evaluation, and equity and diversity.

PROGRAM MILESTONES

Our program is unique in that we are an integrated program with multiple outcomes. Our Candidates graduate with 1) a Master's in Counseling, 2) Credential in School Psychology, and 3) Coursework Training toward the Marriage and Family Therapy license (see Figure below). We also see the importance of social justice work in our service to schools and the community. Our courses and training incorporate diversity and equitable practices for our candidates and the populations we serve. School Psychology candidates will have significant milestones each year in the program. We celebrate these milestones toward a candidate's professional and academic goals.

Year	Milestones
Summer prior to Year 1	Completion of Prerequisites Certificate of Clearance Welcome Orientation
End of Year 1	300-hour Fieldwork Pre-practicum Completion of Graduate Courses Clinical experience in the Community Counseling Clinic Professional Trainings Advancement to 2 nd Year Status
End of Year 2	480-hour Advanced Practicum Completion of Graduate Courses Professional Trainings Advancement to Intern Status Praxis Exam Internship Credential
End of Year 3	Completion on 1,200-hour Internship program School Psychology PPS Clear Credential Recommendation Complete MS Degree Program Multiple Job Offers 1 st Job as a Credentialed School Psychologist
Post Graduate School	National School Psychologist Certification (NCSP) Licensed Educational Psychologist (LEP) eligible Associate Marriage and Family Therapist (AMFT) eligible CSUEB School Psychology Mentor eligible CSUEB School Psychology Field Supervisor Eligible (after 3 years in field)



INTEGRATED PROGRAM WITH MULTIPLE OUTCOMES UPON GRADUATION

PROGRAM POLICIES

Program Description

The CSUEB School Psychology program is a three-year, full-time specialist-level School Psychology program. Candidates must complete two years of coursework **and** a full-time 1200 hour-minimum School Psychology Internship during year three. We are a multidisciplinary program. The core training is in School Psychology, with integrated training in counseling and marriage and family therapy. All candidates must complete the multidisciplinary track.

Program Admissions

Prerequisites: For admission to the program, applicants must complete five prerequisites. These courses must be completed with a grade of “B” or better prior to beginning the program. Prerequisites are intended to provide a foundational understanding and readiness for graduate and field experiences. The following are prerequisite course titles and CSUEB catalog equivalencies. Please use the CSUEB course numbers as examples for course description.

1. Theories of Learning (3 units)- *Behavioral or Cognitive*
2. Statistics (3 units)- *Introduction to probability*
3. Abnormal Psychology (3 units)
4. Human, child, or Adolescent Development (3 units)
5. Psychological Tests (3 units)- *Psychometrics* **OR** Research Design (3 units)

Exams: The Graduate Record Examination (GRE) - recommended, but not required; Basic Skills Requirement (BSR, a bachelor’s degree from a regionally accredited institution will meet this requirement).

Application: All application documents are required to be on file with the Department and University prior to beginning the program.

Interview: Applications are reviewed holistically; only selected applicants will be invited for an interview with faculty.

Admissions: Admitted candidates will receive an admissions packet via email with documents to review and sign to finalize their admission with the department.

Program Requirements and Training

Full-Time Enrollment: The program requires full-time enrollment in a 3-year course of study. Part-time enrollment is not allowed. Candidates are concurrently enrolled in coursework, fieldwork, and the Community Counseling Clinic (during year 1 and optional in year 2 & 3).

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 candidates take all courses together and share common experiences in our Community Counseling Clinic, field placements, and University supervision.

Sequence of Courses: All students take the same required, hierarchically organized sequence of courses as a cohort. Courses listed in the Sequence of Courses must be completed each cohort year. The minimum number of required course hours is 12 semester unit hours. Candidates agree to take all program courses. Third-year Interns do not take additional coursework beyond a University Supervision group section (fall and spring) and a minimum of one capstone project course required during the internship year. *See p. 22 for the sequential list of required courses.*

School-Based Field Placements and Supervision Requirements

Sequence of Placements: Each placement is developmentally sequenced and distinct. First-year trainees practice introductory counseling and assessment skills with “students of convenience” in public elementary schools for a day and a half (12 hours weekly) of pre-practicum experience. Second-year trainees provide direct and indirect services to elementary or secondary schools for two days of practicum experience (16 hours weekly). Third-year candidates complete a full-time, comprehensive 1200-hour School Psychology Internship to demonstrate all NASP Training Standard skills. All placements require a qualified, credentialed School Psychologist at the assigned site, as well as a University Supervisor. The following are minimum hour requirements for completion of yearly placements:

Year in Program	Required Total Field Hours	Required Field Supervision	University Supervision
Pre-Practicum Fieldwork: First year of program	300 hours	1 hour face to face	2.5 hours group
Practicum Fieldwork: Second year of program	480 hours	1 hour face to face	2.5 hours group
Internship: Third year of program	1200 hours	2 hours face to face	2 hours group

Internship: The Internship requires a total of **12** semester units of EPSY 680 University Supervision (6 units fall and 6 units spring semesters) and **4** semester units of EPSY 693C Capstone Project for the final Professional Practice Portfolio (4 units spring semester). No additional courses are required during the Internship (depending on budget). A minimum of **64** face-to-face field-based supervision hours is required (minimum of 2 hours weekly of individual supervised face to face supervision) for graduation and the credential.

See Handbook Fieldwork Experience, pg. 27 for detailed descriptions, expectations, and guidelines for placements.

District Placement Agreements, Supervisor Guidelines, and District-University MOU

Each district must affirm a District Agreement acknowledging provision of 1st-, 2nd-, and 3rd-year School Psychology field placement requirements (e.g., supervision, confidential space, and training opportunities). See Handbook pg. 77-81 for District Agreements by training year.

Each School Psychology Field Supervisor must affirm a Supervisor Guideline document listing requirements for supervision eligibility and placement requirements. See Handbook pg. 48-68 for Supervisor Fieldwork Guidelines by training year.

Third-year Intern School Psychology Supervisor Guidelines and District Agreements integrate the NASP Best Practice Guidelines for School Psychology Internships. See Handbook pg. 61 for NASP Guidelines.

Additionally, field placements require a formal University-district Memo of Understanding (MOU) that is renewed at six-year intervals. In order to collect fieldwork credit toward certification, students must make sure with their districts and Program Coordinator that a contract (MOU-Memo of Understanding) is in place and current. A list of current contracts is available upon request.

The Program Coordinator must approve each placement and does so by reviewing the Preliminary Placement Form at the end of spring semester previous year (Years 2 & 3) and the Placement Information form submitted at the start of the academic year.

See Goals and Guidelines for each training year as requirements vary. These requirements are based on training standards and competency expectations for each year in the program. More advanced trainees are provided with more involved cases and autonomy in the field. See Handbook pg. 48-65.

Trainee and Program Evaluation

Coursework: All students must complete courses with a minimum grade of “B” and supervision courses with a “Credit” grade. A credit grade indicates the candidate has met satisfactory course requirements. A course grade below “B” will automatically result in Academic Probation. A remediation plan is then required with ongoing meetings with the Program Coordinator. The goal of the Remediation Plan is to master content, apply knowledge, and demonstrate skill to levels of course expectation. Remediation actions range from retaking exams after a period of study to retaking courses. (See the CSUEB Support and Remediation Plan section (pg. 47) for details.

Field-Based Evaluations: Pre-Practicum (1st-year), Practicum (2nd-year) and Internship (3rd-year) performance assessment is required through field-based supervisor evaluation each semester. These Field Supervisor Evaluations are completed electronically by **week 14** each semester and reviewed by University Supervisors and Program Coordinator. Spring semester, culminating Field Evaluations are used to determine readiness for training advancement and credentialing. Field Supervisors provide overall performance ratings and answer “yes” or “no” to recommend advancement or credentialing. University Supervisors and the Program Coordinator review semester Field Evaluations and subsequently report Spring Evaluations as annual data to NASP.

Sample Fieldwork Evaluations (SUPERVISORS COMPLETE ONLINE VERSION)

YEAR 1: [LINK](#)

YEAR 2: [LINK](#)

YEAR 3: [LINK](#)

Professional Practice Portfolio (PPP): All Interns must complete a Professional Practice Portfolio during their third year with 10 case studies based on the 2020 NASP Training Standard Domains. PPP Case Studies and supervision discussions are scheduled throughout the fall and spring semesters for feedback and monitoring. The final PPP is submitted at the end of spring semester for review of professional competency for credential recommendation. The PPP is evaluated by the University supervisor using a 1-4 point rubric. Competency is demonstrated with a minimum score of 3 (Expected-passing) or 4 (Above Expectations) in the NASP sub-skill domains and overall domain. Interns receiving scores of not passing and competency not demonstrated require a remediation plan for case revision which is developed between trainee and University supervisor.

PRAXIS II Examination: The PRAXIS II Examination in School Psychology is required for all candidates. To complete training, and to be recommended for the California School Psychology credential and be eligible for the Nationally Certified School Psychologist (NCSP) certification, candidates must attain a minimum score of 147 (PRAXIS II exam #5402) or minimum score of 155 (PRAXIS II exam #5403). Trainees take the exam after completing the second year and are expected to have passed the PRAXIS exam by the start of internship year. For more information about the PRAXIS exam and requirements: [LINK](#).

Ethical Evaluation: Guidelines for ethical and professional behavior are introduced before placement begins (pre-fall session) through the Expectations for Ethical Professional Behavior. Each semester field supervisors evaluate trainees' ethical service provision based on a developmentally progressive application of the 2020 NASP Principles for Professional Ethics. The following are evaluation item examples from year-relevant Field Supervisor Evaluations.

Year 1:

I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

Maintains confidentiality in counseling appropriately and applies limits of confidentiality ethically

Year 2:

IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

Maintains Appropriate Professional Boundaries

Demonstrates Respect for Cultural Values, Viewpoints, and Individual Differences

Follows all relevant school district policies and procedures

III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

Practices school psychology in accordance with the NASP Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services

Demonstrates emerging skills in problem solving with difficult ethical & professional situations

Maintains confidentiality in counseling appropriately and applies limits of confidentiality ethically.

Year Three:

II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Practices school psychology in accordance with the NASP Principles for Professional Ethics and Guidelines for the Provision of School Psychology

Documents ethical situations requiring ethical decision making, mandated reporting, or immediate consultation (e.g., CSUEB Confidential Incident Reporting Form, CIRF)

Demonstrates emerging skills in problem solving with difficult ethical and professional situations.

Continuous Program Evaluation for Quality Improvement: The program uses formal data (i.e., student course evaluations, annual anonymous student program evaluation, and student annual placement evaluations) and structured feedback (e.g., Student Council/Representative feedback, field and University Supervisor feedback, School Psychology Advisory Committee Meeting feedback, and Annual Student Review meetings) to modify instruction, plan for shifts in training needs (e.g., new guest speakers or trainings), and acquire training materials. Survey data are gathered and reviewed for annual program improvement.

Academic Integrity Statement

The following statement is noted in course syllabi:

As a member of the CSUEB academic community, Candidates are expected to act with integrity and avoid plagiarism and other forms of cheating. By enrolling in this class, you agree to uphold the standards of academic integrity described at [Academic Dishonesty](#).

Professional Development & Liability Insurance

[NASP](#) (National Association of School Psychologists) represents and supports the profession of school psychology by advancing effective practices to improve students' learning, behavior, and mental health, and by maintaining essential standards for ethics and practice.

[CASP](#) (California Association of School Psychologists) mission is to foster the social, emotional, and well-being of all students by collaborating with families, school staff, and the community to ensure students are educated in schools that support equity, access, and respect for all.

[CAMFT](#) (California Association of Marriage and Family Therapists) represents the interests of licensed marriage and family therapists. It is dedicated to advancing the profession as an art and a science, to maintaining high standards of professional ethics, to upholding the qualifications for the profession and to expanding the recognition and awareness of the profession.

All students are required to join NASP and actively participate by reading related publications, participating in program activities sponsored by the Program, SPA student club, or attending NASP/CASP Conferences. University Supervisors and Coordinator review trainee ethical and professional development during Annual Reviews of each student. Professional Evaluation during the Annual Review focuses on Professional Dispositions and Clinical Aptitudes, as well as NASP & CCTC Training Skill domains. [See pg. 8 (NASP & CCTC Training Standards) and pg. 34 (Professional Dispositions and Clinical Aptitudes) for descriptions.] **In addition to professional membership(s), candidates are required to purchase professional insurance for additional fieldwork liability coverage.** For trainees in the CCC, CAMFT membership is required. As part of CAMFT membership, insurance and consultation are provided as additional benefits.

Information about memberships and liability insurance costs can be found here: [LINK](#).

Student Organizations & Clubs

Trainees are also encouraged to participate in student-led organizations/clubs to further develop their professional skills, while engaging in service learning. The **School Psychology Association (SPA)**, collaborates with the School Psychology program to promote the school psychology role and profession through professional development and social networking for current students and alumni. The **Social Justice League (SJL)** is supported by the Department of Educational Psychology and recognized by CSUEB. SJL was created in 2011 by students in the School Psychology and School Counseling Programs. The SJL's mission is to promote and advocate for diversity and equality for underserved populations. SJL is committed to fighting social injustices, promoting awareness about social issues, and providing resources and support to underprivileged communities. These student organizations facilitate various community-based and learning events for students and the community. Through collaborative, intellectual engagement, the School Psychology program, SPA, and SJL are unified to promote social justice and equity work.

Student Representatives

Student Representative meetings began in 2000 for the PPS Cluster at the request of students who wanted a chance to have dialogues about professional challenges and program improvement. The goal was, and continues to be, collaboration between students and faculty to strengthen our learning community. Faculty and students have the same objective, the professional success of our trainees and graduates to serve in our communities.

Cohorts select student Representatives to be a part of informal meetings (at least once during the academic year) with the goal of providing program information to graduate student peers and sharing with faculty questions, concerns, or highlights related to the School Psychology program. Representatives do not carry responsibility for their peers' experiences and voices; rather, they facilitate communication. The program often uses student suggestions for improvements or follows up with clarifications regarding concerns. The Program strongly encourages open dialogue to strengthen training and learning.

Student Buddy-Mentor System

Implementing a buddy system offers many benefits to program Candidates. It is an opportunity to support fellow colleagues within the program. Advanced or more experienced students can further develop their professional skills while supporting new or junior students. First year candidates will be assigned a 2nd year buddy, 2nd year candidates will be assigned a 3rd year buddy, and 3rd year interns will have access to recent graduates/mentors to offer support and mentoring throughout the year. It is important to utilize this resource for receiving tips, advice, and support for academic program success.

Professional Retraining

The CSUEB School Psychology Program does not offer retraining to professionals or “credential-only” training. The Program only offers a comprehensive, integrated (MS Counseling degree, credential, and MFT training) in a three-year cohort model. That is, all trainees take the same sequence of courses and practicum/internship experiences by cohort year.

Wellness & Self-care Promotion

Graduate school can be a very stressful time. However, there are many resources on campus for students to help with study habits, anxiety, stress, and depression. All professionals in training should have an experience of counseling while in training. As such, we highly recommend trainees to schedule with the CSUEB Student Health and Counseling Services when support is needed. There are many resources available from individual to group counseling.

<https://www.csueastbay.edu/shcs/>

The Program believes in the importance of counselors/therapists in trainings’ emotional and psychological well-being, therefore, we promote self-care and wellness through self-initiated and program-wide activities. Program-wide may include mindfulness-based activities. Self-initiated self-care can include a request for one (1) full day or two (2) half days per semester for time off from classes or fieldwork, which requires submission of the Professional Absence Request Application (PARA) to the Coordinator two weeks before the missed class/fieldwork. See PARA on pg. 33.

Example activities for self-initiated self-care PARA requests:

- Wellness appointments
- Needed family time
- Self-care activities
- Volunteerism

Attendance: Absences from Classes, Trainings, and/or Fieldwork & Zoom requests

Attendance and active participation in classes, meetings, trainings, and fieldwork are vital to professional growth and peer learning. Courses are sequenced to introduce, reinforce, and assess ethical professional competence. We recognize and support trainees’ self-care and strive to balance absent requests with professional practice. As our graduate courses emphasize interactive discussions and hands-on learning, the program therefore carefully monitors attendance. Absences, whether in person or virtual, can occur due to sickness, emergencies,

religious holidays, IEPs, jury duty, wellness/self-care, etc. Faculty support trainees' personal well-being and self-care needs but require communication and approval for an absence.

To request an absence, trainees must complete a Professional Absence Request Application (PARA) at least two weeks in advance. A PARA is also required if attending an in-person class/event virtually. See PARA on pg. 33.

Student Accessibility Services

The following accessibility statement is documented in all course syllabi: *If you have a documented disability, need special arrangements, or need assistance in the event of an emergency evacuation, please contact the instructor as soon as possible. [Accessibility Services](#) is the campus office responsible for verifying that students have disability-related needs for academic accommodations, and for planning appropriate accommodations in cooperation with the students themselves and their instructors. Accessibility Services is located in Library Complex 2400 and can be reached by phone at (510)-885-3868.*

Communication & Netiquette

If for some reason, a course requires an online format, the following supplementary technologies are provided to enrich your experience. Please review the [netiquette expectations](#) before you complete any assignments or engage in any Zoom meetings as required for the class.

CSUEB MUWEKMA OHLONE TRIBAL LAND ACKNOWLEDGMENT

The [land acknowledgment](#) recognizes that Cal State East Bay sits on “the ethno-historic tribal territory of the intermarried Jalquin / Yrgin Chochenyo-Ohlone-speaking tribal group, who were the direct ancestors of some of the lineages enrolled in the Muwekma Ohlone Tribe.” Cal State East Bay acknowledges the tribal land that the university sits on along with the history of displacement. For more information about the Muwekma Ohlone Tribe, visit: [HERE](#)

SCHOOL PSYCHOLOGY ANTI-RACISM STATEMENT

Our School Psychology community will stand up and fight attacks against Black and Indigenous People of Color (BIPOC) and those that are from underserved, underprivileged communities. We cannot tolerate continued blatant racism, oppression, and violence against those of color.

The CSUEB School Psychology Program has joined with APA Division 16 School Psychology, Trainers of School Psychologists, Council of Directors of School Psychology Programs, Society for the Study of School Psychology, the American Board of School Psychology and the National Association of School Psychologists to reaffirm our commitment to be anti-racist agents of change. Our Program is committed to help shape and give tools to future school psychologists to be innovative leaders for social equality and justice. Our mission is to teach and empower voices for change.

The CSUEB School Psychology Program commits to the **School Psychology Unified**

Anti-Racism Statement and Call to Action.

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/social-justice/school-psychology-unified-anti-racism-statement-and-call-to-action>

FACULTY

Faculty members in the Department of Educational Psychology - Counseling Program have expertise in strength-based intervention, social-emotional and cognitive behavioral intervention and assessment, neuropsychological assessment of learning disabilities, child therapy, and consultation. The Core School Psychology faculty are trained as School Psychologists. Trainees will take graduate classes from [core faculty and affiliated counseling faculty](#).

School Psychology Core Faculty	Research Focus
Greg Jennings, Ph.D. (Department Chair) University of California, Berkeley	Strength-Based Multi-Cultural Consultation & Interventions; Wellness Promotion and Trauma Informed Care for Youth of Immigrant Families
Kavita Atwal, Ph.D. (Assistant Professor) University of California, Riverside	Bullying Prevention and Mental Health Outcomes of AAPI and Sikh students; Multitiered Systems of Support (MTSS) Implementation
Oanh Tran, Ph.D. (Professor & Program Coordinator) University of Oregon	Social and Emotional Learning (SEL), Special Education Assessments, Parent-training, Social Justice & Equity in School Psychology

NATIONAL TRAINING STANDARDS (NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS, NASP) & STATE TRAINING STANDARDS (CALIFORNIA COMMISSION ON TEACHER CREDENTIALING, CCTC)

The CSUEB School Psychology program is aligned with the professional training standards set by the National Association of School Psychologists (NASP) and California Commission on Teacher Credentialing (CCTC); we follow the instructional, practicum, internship, and clinical practice guidelines set by these professional organizations. According to NASP (2010) Training and Credentialing Guidelines, the mission of NASP is to promote educationally and psychologically healthy environments for all children and youth by implementing research based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service. The NASP *Standards for Training and Field Placement Programs in School Psychology* contribute to the development of effective services through the identification of critical training experiences and competencies needed by candidates preparing for careers in school psychology. These *Standards* serve to guide the design of school psychology graduate education by providing a basis for program evaluation and a foundation for the recognition of programs that meet national quality standards through the NASP program approval process.

According to CCTC, PPS credential programs ensure that candidates develop the knowledge, skills, personal and professional dispositions to help maximize the developmental potential of all students by preparing candidates to:

- address the needs of all students by providing comprehensive and coordinated programs and services to help build safe, healthy, nurturing and effective learning environments.
- recognize that, in addition to cognitive and academic challenges, students encounter personal, social, economic and institutional challenges that can significantly impact their lives, both in and outside of school.
- promote understanding that students need individualized opportunities, services, and supports to address life's challenges, and gain personal success and achieve academically.

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain.



SEQUENCE OF REQUIRED COURSES: SCHOOL PSYCHOLOGY PROGRAM***Total Units to Degree: 91 (based on entry year)**

First Semester: FALL YEAR 1		
EPSY 666	Psychological Services in School Psychology	1
EPSY 641	Child and Youth Psychotherapy	3
EPSY 662	Cognitive Behavior Therapy	3
EPSY 663	Psychoeducational Report Writing	3
EPSY 674	Lab: Psychoeducational Report Writing	1
EPSY 636	Counseling Theories	3
EPSY 660	Clinic Rounds (I)	1
EPSY 678	School Psych. Pre-Practicum: 1ST-YR Supervision (I)	3
	TOTAL:	19
Second Semester: SPRING YEAR 1		
EPSY 637	Multicultural Counseling	3
EPSY 650	Group Counseling Theory and Practice	3
EPSY 671	Academic/Behavioral Assessment/Interventions & ELL Assessment & Interventions	3
EPSY 672	Cognitive and Developmental Assessment	4
EPSY 678	School Psych. Practicum: 1ST-YR Supervision (II)	3
EPSY 683	Crisis in Schools and Mental Health Settings (offered alternating years – year 1 or 2)	1
EPSY 660	Clinic Rounds (II)	1
	TOTAL:	19
Third Semester: FALL YEAR 2		
EPSY 638	Psychopathology	3
EPSY 643	Family Therapy	3
EPSY 651	Research Methods for Evidenced-Based Practice and Advocacy	3

EPSY 684	Neuropsychology of Learning Disorders	4
EPSY 679	Advanced School Psychology Practicum: Second Year Supervision	3
EPSY 630	Law, Ethics, and Professional Issues	3

TOTAL: 19**Fourth Semester: SPRING YEAR 2**

EPSY 668	Social Emotional Assessment	3
EPSY 669	Assessment, Intervention, & Community Resources for Special Student Populations	3
EPSY 682	Mental Health Consultation in Schools	3
EPSY 685	Advanced Service Delivery in School Psychology	2
EPSY 679	Advanced School Psychology Practicum: Second Year Supervision	3
EPSY 652	Gender, Identity, & Sexuality: Dev and Challenges Across Lifespan (offered alternating years- year 2 or 3)	1
EPSY 647	Psychopharmacology	3

TOTAL: 18**Fifth Semester: FALL YEAR 3 - INTERNSHIP**

EPSY 680	School Psychology Internship Supervision	6
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TOTAL: 6**Sixth Semester: SPRING YEAR 3 - INTERNSHIP**

EPSY 680	School Psychology Internship Supervision	6
EPSY 693C	Project: School Psychology Professional Practice Portfolio	4

TOTAL: 10

*Candidates take courses in the sequence above. Only candidates admitted to the Counseling Psychology Program can enroll for these courses.

Program Curriculum Strands/Course Areas

CSUEB School Psychology Program Curriculum (91 total semester units across three years)			
Strands			
Assessment	Mental Health Counseling	Interventions	Professional Practices
Psychoeducational Report Writing	Counseling Theories	Psychopharmacology	Law and Ethics
Assessing English Language Learners	Multicultural Counseling	Cognitive Behavior Therapy & FBA	Research Methods
Cognitive and Developmental-Adaptive Assessment	Psychopathology	RTI and MTSS	Clinic Rounds and the Community Counseling Clinic
Neuropsychology & Academic Assessment of Learning Disorders	Child and Youth Psychotherapy	Mental Health Consultation	Psychological Services in School Psychology
Social and Emotional Assessment	Family Therapy	Crisis in Schools and Mental Health Settings	Special Populations
Low Incidence Disabilities	Group Counseling		Advanced Service Delivery in School Psychology
	Gender, Identity, & Sexuality: Development & Challenges Across the Lifespan		Professional Practice Portfolio
			Years 1 - 3 Supervision (Pre-Practicum, Practicum, Internship)

GRADUATE TRANSCRIPT DOCUMENTATION

*Transcript Note: the California's Board of Behavioral Sciences (BBS) requires that the Option in Counseling be listed first after degrees on transcripts. Therefore, due to California legislation requirements, transcripts will list Counseling before School Psychology.

Transcripts reflect the University's required documentation of multiple program outcomes for the School Psychology Program. On your graduate transcript, the following will be listed in this order:

Degree: Master of Science

Plan: Counseling Psychology

Sub-Plan: School Psychology Concentration

FIELD-BASED ASSIGNMENTS FOR COURSE REQUIREMENTS

The following are select school psychology courses that require field-based activities.
Please use this list to prepare for each semester.

Year 1 Fall Semester	Year 1 Spring Semester
1. EPSY 666 <u>Psychological Services in School Psychology-</u> Interview school personnel, tour school, and learn about the levels of parent-school-community collaboration. 2.(EPSY 663 & 674-lab <u>Psychoeducational Report Writing-</u> Trainees write practice reports, conduct interviews & observation using BASC tools, and practice VMI-6 on caseload students. Lab time is given to practice and role-play interviews, observations, and report writing. 3. EPSY 662 <u>Cognitive Behavioral Therapy</u> Trainees conduct FBA observations and interviews & implement CBT techniques with one student on caseload. 4. EPSY 678 <u>Fieldwork Supervision (fall and spring semesters)</u> Supervisors support & coordinate fieldworkers' caseload of 10 students with mild behavior, learning, or social-emotional needs to provide tutoring, counseling, practice interviews, observations, & assessments. Six should be non-African American; 1 should be an ELL. Communicate with supervisor to identify the students ASAP! Fieldworkers shadow supervisors (SSTs, IEPS).	1. EPSY 672 <u>Cognitive Developmental and Assessment</u> Trainees practice 6 cognitive assessments (WISC-V & DAS-II) with 1 Alternative assessment. These assessments are for practice only and not shared with parents, teachers, or school files. Field Supervisor to observe one WISC-V & one DAS-2 administration and provide feedback on checklist form. 2. EPSY 650 <u>Group Counseling Theory and Practice</u> Participate in a 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.) 3. EPSY 671 <u>Academic and Behavioral Assessment and Intervention & English Language Learners Assessment & Interventions</u> Learn about academic and social-emotional screeners for school-wide or class-wide within an MTSS model. Complete a case study of an English Language Learner. Prior to the spring semester, identify an English Learner with some learning concerns to conduct a case study. 4. EPSY 683 (alternating years) <u>Crisis in Schools</u> Evaluate school crisis plans and interview crisis team members.

** Both semesters, online field supervisor evaluations due week 14 and log verifications are due weeks 4, 8, and 14.*

Year 2 Fall Semester	Year 2 Spring Semester
1. EPSY 679 <u>Advanced Supervision (fall and spring semesters)</u> Review the 10 NASP Skill Standards and connect cases to professional skill development for the folio. Five cases are independent; five cases are collaborative with an intern mentor. Present counseling & assessment cases each semester using Intervention forms. 2. EPSY 684 <u>Neuropsychology Assessment</u> Learn about SLD assessment and eligibility; different models (discrepancy, PSW, RTI). Identify 1-2 LD assessment cases with processing deficits. Develop assessment questions and administer (e.g., NEPSY, CTOPP, ChAMP, processing/memory) to investigate. Cases are collaborative with the field supervisor. 3. EPSY 651 <u>Research Methods for Evidenced-Based Practice and Advocacy</u> Connect a literature review to a school-wide challenge for action research. Learn about IRB research submission and data analysis method.	1. EPSY 668 <u>Social Emotional Assessment</u> Trainees conduct a comprehensive Social Emotional Assessment with one student (BASC, Conners, Interviews, Roberts, sentence completion). In addition, develop an FBA and BIP. 2. EPSY 685 <u>Advanced PPS</u> Learn about school psychology professional roles and topics; prepare for PRAXIS exam. Develop professional goals in preparation for internship year. 3. EPSY 682 <u>Mental Health Consultation</u> Advanced Trainees work with <i>one teacher</i> for the entire semester in collaborative problem solving. Identify the teacher ASAP who will be the consultee. 4. EPSY 683 (alternating years) <u>Crisis in Schools</u> Evaluate school crisis plans and interview crisis team members.

** Both semesters, online field supervisor evaluations due week 14 and log verifications are due weeks 4, 8, and 14.*

Year 3 Fall Semester	Year 3 Spring Semester
1. EPSY 680 (fall and spring semesters) <u>Internship Supervision (fall and spring semesters)</u> Review syllabus, schedule folio sections, and work with supervisor(s) early to ensure a range of cases that matches folio/ monthly activity log requirements. Review Intern content/skill goals with supervisor(s); link goals with folio cases. Discuss in-service topic and prepare presentation.	1. EPSY 693C <u>Professional Practice Portfolio</u> (capstone project spring semester) Submit folio samples and integrate folio feedback to demonstrate NASP 2020 skill demonstration on case studies. School-wide project proposal due mid-year. Final school-wide Project data collection. Submit folio samples and integrate folio feedback to improve on NASP skill demonstration. Link an in-service to Intern goals. Present to school personnel and collect evaluation feedback. Complete professional portfolio. Share final portfolio with supervisor. Prepare for Exit Interview: portfolio, field supervisor evaluation, and overall demonstration of NASP skills.

FIELDWORK EXPERIENCE

Practica and Culminating Field Experiences

Candidates are provided the opportunity to engage in field-based activities in NASP Training Skill Domains. Candidates are required to log all school service hours, supervision-related hours, and activities.

School Psychology Fieldwork Hour Requirements, Clinical Practice		
Pre-practicum Fieldwork (1 elementary site)	Year 1	1.5 days or 12 hours per week, minimum 300 hours total (150 hours each semester). Trainees practice introductory counseling and assessment skills with “students of convenience” in public elementary schools. Weekly supervision minimum of 1 hour face-to-face from field-based supervisors (credentialed school psychologists) and weekly university group supervision.
Practicum Fieldwork (1-2 sites at any level)	Year 2	2 days or 16 hours per week, minimum 480 hours total (240 hours each semester). Trainees provide direct and indirect services to elementary or secondary schools. Weekly supervision minimum of 1 hour face-to-face from field-based supervisor(s) (credentialed school psychologists) and weekly university group supervision.
Internship (no more than 3 sites at any level)	Year 3	1200 hours minimum. Interns complete full-time school psychology internship of 4-5 days to demonstrate all 2020 NASP training standard & CCTC skills. Weekly supervision minimum of 2 hours face-to-face from field-based supervisors (credentialed school psychologists) and weekly university group supervision.

During the culminating field experience, School Psychology Internship, candidates are required 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.

The required full-time, 1200 hour-minimum Internship must be completed with the following considerations:

- a) A minimum of eight hundred (800) clock hours must be completed in a preschool-

through-twelfth-grade school 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). The Internship requires a minimum of one academic year for internship, completed on a full-time basis.

The internship requires an average of at least two hours of individual face-to-face, field-based supervision a week. Supervisors must have completed at least three years of experience as a credentialed school psychologist with regency in California law and district policy.

- 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 in years 1 and 2. For example, if a student has earned most of his/her hours in an elementary school (her/his 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.

Placements

First year trainees are assigned to one elementary placement site for the entire school year. Placements are selected by the Program Coordinator with the intent of specific support and supervision needed for first year trainees. Second- and Third-Year trainees have the option to select their own placements from a list of available districts with MOUs or where program students have been placed. Trainees may “pioneer” a new placement where there is no current MOU. Trainees who pioneer 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. Second year trainees may be placed at 1-2 sites, while third year interns may be placed at 1-3 sites.

Once a placement has been identified and agreed upon by the Department, District, and Trainee, the Trainee should (1) complete a **Practicum/Internship Information Form** (see pg. 72) and (2) complete a **Three-way District Agreement** form for the current academic year (see pg. 77-81). Trainees are required to complete a Practicum Information form as soon as a placement has been secured (e.g., Second Year Spring semester for the following year). The Program should have a completed and up-to-date Practicum Information Form as this is an agreement between the Department, District, and Trainee. 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 Form (e.g., district, school, supervisor, days in field) requires consultation and approval from the 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 the 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.

NASP Supervision Statement [LINK](#)

"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 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.

Professional Orientation

School psychologists-in-training are directed to develop an explicit professional disclosure statement regarding their orientation, scope of services, duty to report, etc. Trainees represent the Program and must uphold the Program's professional expectations at all times in school and therapeutic settings, with clients, and other professionals. Students will be asked to complete disposition self-evaluation annually. Students experiencing academic or professional challenges meet with faculty and are supported by the Program's Support and Remediation Plan, see pg. 47.

PROFESSIONAL DRESS AND PRESENTATION POLICY

As a professional-in-training, your appearance and presentation are important. Appropriate attire in class, trainings, fieldwork, and the CCC is professional 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. It is also important to be familiar with the community in which you are in, as different settings vary. Professionals-in-training represent CSUEB and the program in the community.

Here are recommendations:

- Business casual, dressy and professional, but not formal
- Dress nicely, but still feel comfortable
- Observe your community's dress attire

TIMELINE FOR FIELDWORK: KEY TASKS THROUGHOUT THE YEAR

	Year 1	Year 2	Year 3
Before the Year Begins	*Attend Pre-semester Orientations *Complete prerequisites, TB, Live Scan. *Review Candidate Program Handbook and key forms. Prepare for Quiz (week 1). *Review Guidelines for Supervision with supervisor. *Share list of key assignments with supervisor. *Interview Supervisor. Prepare for EPSY 666 School Services paper.	*Attend Pre-semester Orientations *Review Candidate Handbook and key forms. *Explain to supervisor that you can begin meeting with students for counseling, assessment, or any direct/indirect services after 4 full shadow days. Can attend beginning year staff meeting(s), without students on campus. <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>	*Attend Pre-semester Orientation *Can start seeing students after 4 full shadow days, become familiar with district, contact Program Coordinator for questions/concerns arise. *Review Program Materials/Resources *Share Portfolio Guidelines, focusing on the required case studies and the School-wide Action Research Project (Sections 5 & 9). *Shadow field supervisor, interview Resource and Speech teachers, and any other specialists available to learn more about their role and the collaboration process * Observe SSTs and IEPs
Early in the Year	*Introduce 1st year supervisor letter and explain need for 10 caseload students for the year. *Have supervisor sign Supervision Guidelines and Coordinator of School Psychs. sign Supervision/Placement Agreement *Prepare required electronic logs *Ask for a quiet, confidential meeting space to work with students. *Connect with 2nd Year Buddy	*Early activity list to plan: 1. shadow days with supervisor in daily tasks- <i>meeting, assessing, planning, calendaring IEP meetings/assessments, communicating with parents/teachers, problem solving.</i> 2. Attend team meetings- SST, 504, IEP, COST, staff meeting. 3. Learn about the referral-AP-assessment-IEP meeting process and team members. * Connect with 3rd Year Buddy *Observe two full cases (beginning to end)	*Prepare Monthly Activity Logs and review with supervisors to track types of cases. *Connect with Intern Mentor

	*Share syllabi with supervisor at beginning of each semester. *Tour campus with supervisor and meet principal, secretary, custodian, teachers, and other staff. *4 shadow days with supervisor (2 full days before seeing students; the other 2 days can be done later in semester) *Interview principal, teachers, and other supporters for EPSY 666 Ecological paper. *Shadow supervisor and observe IEPs and SSTs throughout the year.	*Share syllabi with supervisor at beginning of each semester *Discuss required cases such as Teacher consultee (fall); Social Emotional assessment (winter); School-wide System project (late fall-spring). *Learn about district program, services, and school needs.	* 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). *Share syllabus with supervisor
	*Make sure you have a solid caseload of 10 students. Be ready to explain who the students <i><u>should and should not be</u></i>. Obtain 10 students as soon as possible, preferable within few weeks of the semester. *Obtain parent consent for caseload students. Provide copies to University supervisor. *Create individual files for caseload students *Review annual Audit Forms, attached to supervision syllabi.	*Attend meetings: IEP, SST, 504, & any intervention meeting before the semester begins.	*Share Internship Goals with supervisor to align school cases, professional interests, and Portfolio writing. *Schedule Portfolio submissions for per University Supervision syllabus each semester. *Present an in-service topic in group supervision. In-service will be conducted in the winter or spring terms. *Problem-solving case presentation in fall and spring terms
	*Discuss key assignments due throughout the year. See Handbook for list. *Request supervisor verification on logs <u>due week 4, 8, and 14 every semester.</u>	*Request supervisor signatures on logs <u>due week 4, 8, and 14 every semester.</u>	*Request supervisor signatures on logs <u>due week 4, 8, and 14 every semester.</u>

Mid Year	Year 1	Year 2	Year 3
	*Consider 2nd year Placements; talk with 2nd year students for insight. *Attend district recruitment fair. *Revise report, seek letters of recommendation, update resume, & submit 2nd year fieldwork application. Participate in district interviews.	*Prepare to file key assignments for Formative Folio in 2nd-year (e.g., MHC Research) *Schedule PRAXIS during summer months after year 2. Must be completed & passed by start of internship year. *Consider Internship Placements; talk with 3rd years students for insight. *Attend district recruitment fair.	*Review types and numbers of cases to make sure that Monthly Activity Logs are on target. *Apply for CSUEB graduation
End of the Year	Year 1	Year 2	Year 3
	*Schedule annual review. *Terminate with caseload students during last 2 weeks of spring semester. *Complete all fieldwork hour requirement for each semester, year, CCC, and file updates and all documentation needed. *Request Field Supervisor Evals. (online) week 14 every semester. Submit verified logs <u>weeks 4, 8, 14.</u> *Prepare for Annual Review with faculty- Coordinator will email instructions for Annual Goals and surveys. *Preparation for advancement to 2nd Year. *Complete all end of year forms by week 14.	*Schedule annual review. *Terminate with caseload students during last 2 weeks of spring semester. *Complete Formative Portfolio integrating 2nd year cases. *Apply for Internship Credential. <i>Must be completed by mid-July.</i> See CEAS credential website for application packet. 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. *Complete all end of year forms by week 14.	*Schedule exit interview. *Finalize portfolio samples for submission week 14. Share out portfolio with supervision group. *Upload final electronic PPP electronic by week 14. *Apply for PPS clear credential. See CEAS credential website. Applications accepted after June 1. *Update resume and request letters of recommendation. *Begin looking for posted positions on EdJoin. *Complete all exit interview forms by week 14.

PROFESSIONAL ABSENCE REQUEST APPLICATION (PARA)

Complete this form in google survey

<https://forms.gle/azyfdxmzCxBafZS18>

Attendance and active participation in classes, meetings, trainings, and fieldwork are vital to professional growth and peer learning. Courses are sequenced to introduce, reinforce, and assess ethical professional competence. We recognize and support trainees' self-care and strive to balance absent requests with professional practice. As our graduate courses emphasize interactive discussions and hands-on learning, the program therefore carefully monitors attendance. Absences, whether in person or virtual, can occur due to sickness, emergencies, religious holidays, IEPs, jury duty, wellness/self-care, etc. Faculty support trainees' personal well-being and self-care needs but require communication and approval for an absence.

To request an absence, trainees must complete a Professional Absence Request Application (PARA) at least two weeks in advance. A PARA is also required if attending an in-person class/event virtually.

Guidelines:

- 1) Trainees are allowed one absence per course per semester.
- 2) Trainees must schedule office hours with the instructor for your absence.
- 3) Trainees may request one zoom session per course per semester if the class is in-person.
- 4) All absences & zoom requests require completion of a PARA. The Program Coordinator will share the PARA request with your course instructor(s) for approval.
- 5) If the Trainee is accruing MFT hours, per BBS, a trainee cannot see clients during that week without receiving supervision.

In the event of multiple absences or zoom requests for a class, your grade may be impacted. As such, the instructor may require additional assignments to make up the absence. Unforeseen situations will be reviewed case-by-case. These expectations ensure trainee engagement in credentialing and accreditation requirements.

PPS PROFESSIONAL DISPOSITIONS AND CLINICAL APTITUDES

California State University, East Bay

See Disposition/Aptitude Rubric for a description of how each area is demonstrated.

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 other 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 PROFESSIONAL DISPOSITIONS AND CLINICAL APTITUDES RUBRIC

	<i>Area</i>	1	2	3	4
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.	Words and actions are, at best, insincere or insensitive. At worst, words and actions are inconsistent with basic professional and ethical guidelines.	Shows beginning levels of trustworthiness, given demanding role expectations. Demonstrates need for continued efforts to improve the consistency of professional practice to meet expectations of training goals.	Demonstrates ability to respond honestly and professionally in ethical dilemmas. Demonstrates understanding of differences between ethical and legal requirements for appropriate behavior.	Demonstrates consistent congruency between actions, intentions, and requirements in a way that promotes ethical practice of peers and professionals.
	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.	Verbal and behavioral expressions suggest limited understanding of, or compassions for, others' experiences (e.g., emotional, cognitive, interpersonal). Communication detracts from the experience of professionals or clients.	Demonstrates beginning ability to identify and respond to clients' affect. Responses are, however, inconsistently supportive or superficial. Communication may lack warmth or indicate a need for deeper listening.	Demonstrates responses that noticeably enhance the expressions/ experiences of others (e.g., supporting deeper meaning in comments or emotions).	Demonstrates significant attunement to, and support for, subtle emotional experiences of others. Communication of understanding enhances deeper client awareness of unexplored emotions/ experiences.
	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	Shows rejection of, or indifference to, issues of diversity, equity, and cultural competence. Actions or words imply belief that cultural differences do not exist or do not matter. Shows judgmental and biased attitudes towards the culturally different.	Demonstrates some tolerance for individual's cultural, linguistic, physical, and life style differences. Shows significant difficulty working with others of different backgrounds and life styles. This difficulty interferes with professional work. Thus, candidate shows limited commitment to issues of social justice and democracy.	Demonstrates basic understanding and respect of the role of diversity issues in service delivery. Identifies basic occurrences of injustice and shows respect to those wronged. Some self-reflection on values and biases, yet, further effort is needed to work effectively with diverse populations.	Demonstrates strong commitment to social justice and democracy by: 1. seeking new knowledge & experiences 2. appropriately identifying complex issues of inequity and "isms" 3. building communication skills to improve services to diverse families and communities.

	<i>Area</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Professional Dispositions (continued)	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.	Shows a rigid and incomplete understanding of the complexities of professional, clinical or interpersonal situations. Demonstrates significant difficulty taking others' perspectives, adapting to change, or changing strategies when challenged with a complex problem.	Problem solving indicates some initiative; however, solutions/behaviors suggest difficulty grasping the complexities of different clinical or interpersonal situations. Shows rigid, egocentric, or impulsive responses to challenging problems. Overwhelmed by new challenging situations.	Demonstrates understanding of the complexities of different professional, clinical or interpersonal situations. Shows good awareness of difficulties in taking others' perspectives, adapting to change, or changing strategies. Despite difficulties, shows effort to be more resourceful and to generate solutions.	Demonstrates insightful or uncommon perspectives on complex problems by appropriately applying theories, active listening, or information gathering. Shows strong skills in perspective taking, and collaboratively generating solutions. Adaptable to changing situations and resourceful in using limited resources to support others.
	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.	Demonstrates considerable discomfort with situations, concepts, and cases that present as uncertain, abstract, or unstructured. This discomfort interferes with ability to maintain objectivity and to problem solve, and, may interfere with the learning/therapeutic experiences of clients.	Displays moderate discomfort with uncertainty, yet, takes initial steps to seek clarity. This process of seeking clarity reduces ability to maintain presence.	Demonstration of ability to tolerate ambiguity in role expectations, professional situations, and interpersonal interactions. Shows flexible thinking about multiple considerations in cases.	Demonstrates strong ability to "sit" with uncertainty and ambiguity while simultaneously promoting mutual understanding, learning, and communication with professionals and clients.

	<u>Area</u>	1	2	3	4
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.	Rejects feedback and demonstrates defensive responses. Treats feedback as personal criticism or negative judgment.	Listens to feedback but does not acknowledge areas for improvement.	Demonstrates acceptance of feedback and communicates commitment to making changes or seeking support.	Demonstrates appropriate seeking of feedback and ability to integrate feedback into new attitudes, interpersonal behaviors, or approaches to problem solving. Shows foresight in applying previous feedback to new challenges.
	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.	Unaware and unconcerned about the impact of one's physical and verbal impact on others.	Superficial awareness of impact of behavior and communication on others. Unable to regulate interpersonal style to fit situations or personalities.	Demonstrates good interpersonal awareness and seeks to improve range of communication/interpersonal styles.	Demonstrates consistently strong self-awareness and regulation of interpersonal communication/ style to enhance professional/therapeutic relationships.
	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.	Unaware of, or resistant to, need for change. Resistant to goal setting.	Demonstrates some awareness of need for growth. Sets initial goals, yet shows minimal effort to pursue goals.	Demonstrates clear goals for personal/professional growth. Initiates plans toward goals and demonstrates good efforts (e.g., gathering materials, seeking support, participating in training, etc.)	Demonstrates insightful application of feedback to form growth-focused goals and plans. Efforts to change/grow are evident in personal/professional interactions, professional knowledge, or interpersonal interactions. Consistent, ongoing effort to improve.
	4. Collaboration, support, leadership The counselor-in-training is able to be a supporter as well as a leader in collaborative team work	Not attentive to principle of teaming with others in order to develop programs and interventions. Detractor.	Demonstrates understanding of principle of teaming with others to develop programs and interventions. Participant/observer. Shows difficulty changing leader/supporter roles as situations demand.	Demonstrates ability to contribute and team with others in developing programs and interventions. Contributor.	Demonstrates flexible leadership and ability to initiate and team with others in developing programs and interventions. Participatory leader.

Clinical Aptitudes (continued)	<u>Area</u>	1	2	3	4
	5. Appropriate risk taking and acceptance of learning challenges The counselor-in-training demonstrates willingness to take appropriate risks and accept the challenges of new learning	Lacks awareness of risk or refuses to face learning challenges. Self-consciousness blocks learning. Fears or is hostile about external judgment.	Demonstrates inappropriate risk taking or too much caution when facing learning challenges. Lacks understanding of exploring, understanding, and acting to achieve goals. Concerned with external judgment.	Demonstrates some risk taking and acceptance of learning challenges by taking some steps in exploring, understanding, and acting to achieve goals. Aware of external judgment.	Demonstrates appropriate risk taking and acceptance of learning challenges by exploring, understanding, and acting to achieve goals. Lets go of fear of external judgment.
	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.	Inappropriately seeks to meet personal needs (e.g., attention, power, empathy, or resolution of conflicts/challenges) through work with clients or professionals. As a result, is unable to focus on needs of clients. May demonstrate difficulty maintaining professional boundaries.	Demonstrates difficulty separating personal feelings and needs from professional work with clients and professionals, thus, is distracted from focusing on clients' needs. May inappropriately communicate needs during professional interactions.	Seeks insights/ support regarding strategies to separate personal needs from professional work. Demonstrates consistent ability to focus on client needs.	Demonstrates strong awareness of emotional responses (e.g., counter-transference) and is able to utilize such experiences to advance clinical and professional work with clients. Sets clear and professionally appropriate boundaries with clients and professionals.
	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.	Rejects the role of diversity in understanding and supporting children and families.	Applies biased or over-generalized understandings of cultural, racial and diversity issues in work with clients and professionals. As a result of these understandings, demonstrates difficulty working with clients and professions from backgrounds different from their own.	Demonstrates appropriate understandings of racial, cultural, and diversity issues, as they relate to work with clients and professionals. Shows effort toward improving interactions with clients and professions from backgrounds different from their own.	Demonstrates and applies sensitive and insightful understandings of complex roles of diversity issues to the counseling/ intervention process. Uses such understandings to strengthen therapeutic and professional relationships and bridge differences between groups.



PPS EXPECTATIONS FOR ETHICAL PROFESSIONAL BEHAVIOR

California State University, East Bay

Download and sign this form [School Psychology Program Handbook Agreement Form](#)

Ethical, competent, and caring professional behavior is at the heart of the helping professions serving families, adults, and children in communities. Professional behavioral expectations begin with instruction and carry through to successful practice as credentialed and or licensed professionals. 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 evaluation for associate license recommendation.**

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 at CSU East Bay is expected to be translated into ethical, competent, and caring practice in all settings: placements and classroom.

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.

We seek 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 and by field supervisors throughout your time in the program in order to assess each professionals-in-training’s development.

Additionally, throughout training, concerns and deficiencies will be brought to the Professionals-in-training’s attention and used by faculty in assessing academic as well as professional progress in the Program. The intent of these informal contacts is to provide constructive feedback, support, and opportunity for planning. A Student Improvement Support Plan will be developed for students demonstrating difficulties.

Evaluating Student Trainees’ behavior in the field is a very important process. It includes integrity, respect for the laws, and ethical considerations to protect the Student Trainee as well as the public at large. Student Trainees will be evaluated in accordance with the evaluation procedures laid out in this manual in the section entitled “Trainee and Program Evaluation,” starting on page 14.

***BBS Statutes and Regulations**

<https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>

See § 4982. UNPROFESSIONAL CONDUCT

***NASP Principles for Professional Ethics**

National Association of School Psychologists, Principles for Professional Ethics: [LINK](#).

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

STUDENT PROGRAM UNDERSTANDING AND AGREEMENTS

I have received the Program Student Handbook.

I understand that the program has academic as well as professional performance and professional ethical behavior expectations (listed in the Handbook) to be demonstrated as requirements for recommendation for credential recommendation or Associate MFT Registration.

I understand that the program will provide feedback, support, and resources in my training, and I have read the program expectations in the Program Student Handbook.

These expectations are consistent with University policy: [Standards for Student Conduct](#) and [Graduate Student Handbook](#).

I attest to having read the Program Expectations for Professional/Ethical Expectations and am aware that I am held to comply with these standards for the profession throughout all of my interactions and activities in the program, including, but not limited to practicum/placements, in person and online classes, email and phone communications, co-curricular events, and meetings with faculty, staff, and fellow students. I am aware that an accommodation may be made available to me through Accessibility Services located on the CSUEB campus to help me reach or maintain these standards.

I understand that if I am unable to meet these standards after being provided with feedback, support, and any approved accommodations, the department chair, upon review of the recommendation from the Student Performance Committee, may initiate declassification procedures in accordance with CSUEB's policies and procedures for academic probation and disqualification. I understand I may be declassified from the program if I am not meeting the academic requirements for the program **or** if there are significant behavioral or professional ethics violations.

I understand and agree to these conditions.

Candidate Print Name

Signature

Date



CONDITIONS OF CANDIDACY ADMISSION AND CREDENTIAL RECOMMENDATION

Download and sign this form [HERE](#)

The following conditions protect School Psychology candidates, the School Psychology Program, and local districts.

1. The School Psychology program is a three-year program. All candidates take all program courses sequentially toward the MS in Counseling, and PPS in School Psychology, with marriage and family therapy training.
2. All prerequisite courses are to be completed with a grade of B or better before entering the School Psychology program. Evidence of coursework must be documented by the end of the first semester of enrollment. All candidates must show evidence of passing any required tests or exams (PRAXIS); candidates not demonstrating sufficient professional writing skills may be required to take remedial coursework in writing.
3. All fieldwork assignments require a three-way agreement between the University, the school district, and the fieldworker. All three parties must agree to conditions for fieldwork. Fieldwork assignments are accompanied by University and district supervision. Failure to complete supervision requirements (e.g., attendance and active participation, time logs, and project assignments) may result in the loss of University credit. Candidates must make up all semesters of non-credited supervision.
4. Candidates are expected to be in good satisfactory standing throughout the program training. All graduate courses need a grade of B or better. Any course with grade of below B, requires remediation and support plan in place. Candidates are required to follow the support plan (if applicable) and transition out of the support plan to demonstrate competency. All required program paperwork, end of year surveys, evaluations, and annual reviews need to be completed.
5. *Expectations for Ethical Professional Behavior* guide our educational philosophy. Therefore, all candidates must competently demonstrate the following professional dispositions: integrity (e.g., personal professional, and empirical), empathy, social justice and democracy, flexibility and resourcefulness, and tolerance for ambiguity. Recommendations for Advancement to Candidacy, Internship Credential, and PPS Credential are based on each candidate's progress toward academic and professional/clinical skill, knowledge, disposition aptitude goals, and successfully meeting all requirements at the annual review. Candidates who do not demonstrate sufficient levels of performance in professional, interpersonal, and academic demands of training will not be recommended for advanced training or credentialing. Candidates who fail to demonstrate professional/ethical behavior in all training settings are subject to termination from the program.
6. The program supports the professional maturity of all candidates. Upon the completion of coursework, fieldwork, and Praxis Exam requirements, the PPS faculty evaluates candidates'

professional and interpersonal maturity. **Only students who have demonstrated an expected high level of professional and personal integrity consistent with the role of the school psychologist are recommended for the PPS Credential in School Psychology.**

Candidates who fail to demonstrate professional and personal integrity (e.g., breach of professional obligations, interpersonal trust, or violation of ethical standards) are subject to review and/ or termination from the CSUEB School Psychology Program.

I understand and agree to these conditions.

Candidate Print Name

Signature

Date

(2025)



PPS DECLASSIFICATION FROM PROGRAM & ACADEMIC DISHONESTY POLICY

Download and sign this form online [HERE](#).

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 declassified if a training placement requests that the candidate terminate the placement for significant professional or ethical violations.

7.0 A candidate shall be declassified for failing to demonstrate professional conduct (Dispositions, Aptitudes, Behavior) toward any participant in the program; including University administrators, University faculty Coordinators, University faculty, University staff, University students, placement clients, staff, administrators, or others related to training experiences.

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 declassified for unethical conduct as defined by their professional organization, and, may be subject to a program’s non-recommendation for BBS MFT-A registration application for such unethical conduct.

11.0 The Program Coordinator shall notify a candidate subject to declassification in writing. The notification shall

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

Candidates may appeal or grieve declassification during their time in the program.

12.0 Declassified candidates may appeal their dismissal to the EPSY Department Chair, Dr. Greg Jennings, greg.jennings@csueastbay.edu, who will review the decision and uphold the declassification or re-instate the candidate with or without conditions.

For more information regarding student rights and grievance, please contact **Heather Gardley**, Director, Student Conduct, Rights & Responsibilities, as a student resource, heather.gardley@csueastbay.edu

I understand and agree with these conditions.

_____ / _____	_____
<i>Candidate Print Name</i>	<i>Signature</i> <i>Date</i>

CSUEB SCHOOL PSYCHOLOGY STUDENT IMPROVEMENT SUPPORT PLAN

We, as a department, are here to help support you. If you get off track or make some mistakes we will develop a support plan to help you get back on track.

A central goal of the CSUEB School Psychology Program is to provide training, feedback, and support to ensure that trainees develop and demonstrate professional competence in NASP & CCTC training skills and in Program Dispositions. Therefore, the program has a three-part plan to support candidates who have experienced academic or professional challenges, including those who have shown “*competency-not met*” levels in field supervisor evaluation, assignment performance, or portfolio performance. Each of the following plan levels is additive.

- (1) Communicate Concern & Provide Direction: Directly communicate that there is a problem with competence performance, identify specific standards of concern, and focus on building skill competence (Elman & Forrest, 2007). Faculty assign targeted Best Practice literature to increase understanding and additional cases for skill-based practice.
- (2) University and Field Goal Development: Initiate University supervisor, field supervisor, and candidate goal development discussions to remediate concerns. If concerns relate to areas of Program Dispositions, faculty provide feedback on specific strengths and areas of concern so that trainees can develop a Program Disposition Goal Form. Goals are reviewed and the University supervisor meets with each student at least twice a semester for goal attainment monitoring. Model assignments are provided for candidate review in academic concerns. Faculty review Conditions for Acceptance and Credentialing from the Student Handbook.
- (3) Remediation Planning: If academic or professional “*competency-met*” levels are not evident after a semester of level-2 monitoring, the Program Coordinator and another faculty member meet with the candidate to develop a more intensive remediation plan (e.g., possible changes in placement if supervision or case opportunities are issues, additional Formative Folio/Professional Portfolio cases, or an additional semester of training). Conditions and expectations for Program continuation are reviewed and documented.

Elman, N. S., & Forrest, L. (2007). From trainee impairment to professional competence problems: Seeking new terminology that facilitate effective action. *Professional Psychology: Research and Practice*, 38, 501–509.

CSUEB SCHOOL PSYCHOLOGY
Student Improvement Support Plan

Student _____

Training Year _____ (1, 2, 3)

Course or Placement Setting _____

Date _____

Faculty _____

General Area(s) of Concern. <i>List relevant program expectations, Dispositions, or skills.</i> [Note: stated <i>general</i> areas of concern may include but not be limited to problems with: specific student competencies/objectives, ethics guidelines, or professionalism.]	Specific Event/Behavior Description of Event (include dates).	Action Plan/ Resources Include at least 2 positive goals.
		Follow Up Details (especially if other than during routine evaluation)
Student Comments:		

Attach additional documents/summaries if necessary.

Student Signature _____ Date _____

Note: The student's signing the form indicates having received the information. See student handbook for more details.

Coordinator Signature _____ Date _____

CC: Student File



STUDENT/SUPERVISOR FIELDWORK GUIDELINES – FIRST YEAR

Download and sign this form online [HERE](#)

Fieldworker _____
(Please Print)

Entry Year _____

Field site _____

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. Districts will require their own Clearance.
2. The student must ensure that a current contract (MOU) 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 2.5 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. Trainees are required to shadow **4 total days** before seeing any students.
6. A minimum of **one and one half days (12 hours weekly)** 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. If there is an absence, communicate to the field supervisor as early as possible and complete the [Professional Absence Request Application \(PARA\)](#).
7. A formal, Weekly Log of fieldwork hours must be maintained by the student and electronically verified by the on-site supervisor at weekly intervals (weeks 4, 8, 14). Final Logs and Fieldwork Supervisor Evaluations (online) are due to the Program on **week 14** of each semester. *Student's failure to submit final Field Logs to the Program by **week 14** will result in loss of semester credit and unaccounted hours toward the PPS credential.*

8. 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.

9. Trainees are required to have access to the RED BINDER at all times in case a crisis situation arises. When a crisis arises, immediately consult with field or/and University supervisor. Within 12 hours of incident, complete the [Confidential Incident Report Form \(CIRF\)](#) and provide follow-up information on the [Confidential Incident Follow-up Form \(CIFF\)](#); these forms are critical to documenting, communicating, and ensuring ethical care of clients/students.

10. University Faculty recommendation for First Year Training is contingent on the quality of Program and Fieldwork assessments: Fieldwork Supervisor Evaluation, course assignments, and Disposition/Aptitude evaluation, as well as NASP & CCTC standards for training.

SUPERVISOR RESPONSIBILITIES:

Supervisors must have completed at least **three years** of experience as a credentialed school psychologist with regency in California law and district policy.

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

1. To identify **ten (10)** children (K-5 or K-8) **within the first few weeks of school** for possible fieldwork case assignments. Only seven (7) case studies will be required for course assignments. 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 first year 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. **Four (4) full shadow school days** are required before 1st years can see students.

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 to review caseload and case related assignments.
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 and one (1) psychoeducational practice report.
8. To make sure that the fieldworker's practice assessment data and/or written reports are not used for any official purpose or shared with parents/teachers.
9. To support trainees pursuing the MFT in skill building, consultation and collaboration with University supervisor on clinical cases.
10. 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, collecting data on students for a psychoeducational assessment).
11. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the trainee's performance.
12. To complete an online Fieldwork Evaluation by the **14th week** of each semester; this is necessary for University course credit.
13. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.
14. To engage in best practices and NASP & CCTC training standards.
15. Logs verified electronically by the on-site supervisor at weekly intervals (weeks 4, 8, 14 for each semester). Final logs are due week 14 of fall and spring semesters.
16. The field supervisor is the psychologist of record, an employee of the district assigned to the school site.

Summary of CSUEB School Psychology Program Field Expectations

Trainee Year	Counseling	Assessment	Case Intensity	Supervision
School Psychology Fieldworkers (Elementary level, <u>1 site only</u> for the school year: min. 300 total hours). <i>1 day overlap with site supervisor</i>	7-10 who are experiencing mild adjustment challenges (e.g., students needing minor support for social skills, adjusting to changes/ transitions, extra attention). Supervisors assist in setting up caseload during the first week of placement.	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).	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 SPED testing.</i>	1 Hour a week face-to-face individual supervision at the placement school site.
• Early Shadowing/Observing supervisor (minimum 4 full school days, but as much as possible) • Data gathering to learn beginning stages of report writing: interviewing, observing, file reviews, practice • Cognitive and motor tests for course assignments (activities are for practice only) • 6 students need to be IQ testable for practice assessments & 1 ELL student needed • Credentialed school psychologist assigned to site, employed by District (overlap with trainee at least one day)				
<i>Field Supervisor Initials</i> _____	<i>Field Supervisor Initials</i> _____	<i>Field Supervisor Initials</i> _____	<i>Field Supervisor Initials</i> _____	<i>Field Supervisor Initials</i> _____

Student Signature _____ (date) _____

On-Site Supervisor _____ / _____ (date) _____
 (Print) (Signature)

University Faculty Supervisor _____ (date) _____
 (Signature)

**Initials and signature indicate both On-site and University supervisors have reviewed and agree to the fieldwork guidelines.*

(2025: 1st Year Guidelines)

Second Year, Practicum- Advanced Fieldwork Goals and Objectives

Students who are in the second year of the School Psychology Sequence will be placed primarily in public school settings for a minimum of a two-day time period each week. Typically, second-year students are placed in settings that span at least two of the following academic levels: preschool, elementary, middle school, and high school. For example, a student may spend one day per week gaining experience at one level and a second day gaining experience at a second level. Students may decide to spend additional time in the school in order to obtain a wider variety of experiences; they may also be placed in specialized settings (e.g., the School for the Deaf or an ED treatment center) 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 submit 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 with both the school site supervisor (minimum of 1 hour face-to-face) and the on-campus supervisor for group (2 hours) on a weekly basis. Evaluation forms will be completed on a semester basis in order to monitor the student's progress throughout the year. All supervision requirements per syllabus must be met in order to receive semester credit for fieldwork.

An overriding 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.

Program Goals for the Advanced Practicum 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 school system-wide data collection to understand student support and intervention. This action research will be part of a research course.
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 them 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 – Practicum Second Year Fieldwork

Download and sign this form online [HERE](#).

Fieldworker _____
(Please Print)

Entry Year _____

Field site _____

STUDENT RESPONSIBILITIES:

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

1. The student must ensure that a current contract (MOU) 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 Practicum fieldworkers are required to meet two (2) hours per week with their faculty supervisor on campus and a **minimum** of one (1) hour for face-to-face, individual supervision with their on-site supervisor in the schools.
4. A minimum of two (2) days of fieldwork per week (16 hours weekly) is required for second-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. If there is an absence, communicate to the field supervisor as early as possible and complete the [Professional Absence Request Application \(PARA\)](#).
5. Trainees are required to Shadow **4 total full school days** - e.g., shadow supervisor's interactions with parents, staff, etc., observe classrooms, playground, or attend meetings. Shadow days will include **2 full shadow cases from beginning to end (referral, assessment, data analysis, report writing, meeting, conclusion)**.
6. A formal, Weekly Log of fieldwork hours must be maintained by the student and electronically verified by the on-site supervisor at weekly intervals (weeks 4, 8, 14). Final Logs and Fieldwork Supervisor Evaluations (online) are due to the Program on **week 14** of each semester. *Student's failure to submit final Field Logs to the Program by **week 14** will result in loss of semester 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. Trainees are required to have access to the RED BINDER at all times in case a crisis situation arises. When a crisis arises, immediately consult with field or/and University supervisor. Within 12 hours of incident, complete the [Confidential Incident Report Form \(CIRF\)](#) and provide follow-up information on the [Confidential Incident Follow-up Form \(CIFF\)](#); these forms are critical to documenting, communicating, and ensuring ethical care of clients/students.
9. University Faculty recommendation for Second Year Training is contingent on the quality of Program and Fieldwork assessments: Fieldwork Supervisor Evaluation, course assignments, and Disposition/Aptitude evaluation, as well as NASP & CCTC standards for training.

SUPERVISOR RESPONSIBILITIES:

Supervisors must have completed at least **three years** of experience as a credentialed school psychologist with regency in California law and district policy.

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 individual face-to-face 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 support trainees pursuing the MFT in skill building, consultation and collaboration with University supervisor on clinical cases.
5. 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.
6. To provide access to up-to-date assessment tools, observations of test administration, and safe, confidential space in which to conduct assessments and counseling.

7. To share sample reports.
8. To review test protocols for accuracy, especially at the beginning of the year.
9. To provide constructive feedback on reports.
10. 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.
11. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the student's performance.
12. To complete an online Advanced Fieldwork Evaluation before the **14th week** of each semester; this is necessary for University course credit.
13. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.
14. To engage in best practices and NASP & CCTC training standards.
15. Logs verified electronically by the on-site supervisor at weekly intervals (weeks 4, 8, 14 for each semester). Final logs are due week 14 of fall and spring semesters.
16. The field supervisor is the psychologist of record, an employee of the district assigned to the school site.

Summary of CSUEB School Psychology Program 2nd Year Field Expectations

Trainee Year	Counseling	Assessment	Case Intensity	Supervision
2: Advanced School Psychology Fieldworkers or Pre-Interns (any level) <u>2 day placement</u> 480 min. total hours. 1 school site is highly recommended. <i>A second school may provide additional cases later in the year.</i>	Trainees start with 1 or 2 individual cases and learn how to develop 1 or 2 groups during fall and spring semesters. The focus on how to develop counseling curriculum and goals. <u>Weekly</u> Individual: No more than 3 Individual cases a week. Group: No more than 2 groups at a time.	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 nd -year fieldworkers are ready to take on independent re-eval. assessment cases near the middle of year. Yearly Totals: 7-12	Caseload students can have a range of challenges. More intensive cases should be shared with field supervisor. 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.	1 Hour a week face-to-face individual supervision at the placement school site.
• Early Shadowing/Observing supervisor (minimum 4 full shadow days, but as much as possible) • Observe 2 full assessment cases from beginning to end. • Reviewing/observing assessment tests early on to learn about test administration • Aug-Nov collaborate on Triennial assessments (assign sections) • Dec-Feb (collaborate with more sections assigned, initials ok starting Jan) • Feb-May (more independence with full 60 days AP, 2-3 cases independently with supervisor support) • Credentialed school psychologist assigned to site, employee of district (overlap with trainee at least one day)				
<i>Field Supervisor Initials</i>	<i>Field Supervisor Initials</i>	<i>Field Supervisor Initials</i>	<i>Field Supervisor Initials</i>	<i>Field Supervisor Initials</i>

Student Signature _____ (date)

On-Site Supervisor _____ / _____
(Print) (Signature) (date)

University Faculty Supervisor _____
(Signature) (date)

**Initials and signature indicate both On-site and University supervisors have reviewed and agree to the fieldwork guidelines.*

Third Year, Internship Goals and Objectives

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. Internship placement, supervision, monitoring, and evaluation are based on the [NASP \(2014\) Best Practice Guidelines for School Psychology Internships](#) and [Pupil Personnel Services: School Psychology Preconditions, Program Standards, and Performance Expectations CCTC \(2021\)](#).

Internship Requirements

The full-time internship requires 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 66 face-to-face Field Supervisor hours must be completed (i.e., 2 hours weekly).

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 semesters.
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 semester.
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.
15. To develop competency toward NASP and CCTC professional standards.

The University faculty provides supportive resources 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.

BEST PRACTICE GUIDELINES FOR SCHOOL PSYCHOLOGY INTERSHIPS
National Association of School Psychologists (NASP)
(2014)

I. Principles, Conceptualization, and Management of the Internship

1.1 The internship is conceptualized as a culminating training experience* in which the primary focus is on providing high quality experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology.*

1.2 The internship supervisor, school psychology faculty, and intern adhere to NASP Principles for Professional Ethics (2010b).

1.3 The internship site, university program, and intern have a written agreement* that includes a clear statement of the expectations and responsibilities of each party (including total hours and duties to be performed by the intern), benefits and support to be provided by the internship site, and the process by which interns are to be supervised and evaluated.

1.4 If the site solicits direct applications from prospective interns, it provides information about the site and the internship application and selection process. It notifies applicants whether or not they have been selected in a timely manner.

1.5 The site uses a title, such as “school psychology intern,” that designates the training status of the intern. Psychological reports or similar professional reports to consumers, other professionals, or other audiences must be signed by the credentialed intern supervisor.

1.6 In states in which provisional certification or an intern certificate is required for internship, the site makes the training program and intern aware of such requirements and assists the preparing program and intern as necessary in applying for or securing such credential.

II. Depth, Breadth, and Focus of the Internship

2.1 The internship for specialist level interns includes at least 1,200 hours, and the internship for doctoral interns includes at least 1,500 hours completed on a full-time basis over 1 academic year or on a half-time basis over 2 years.*

2.2 At least 600 hours of the internship occur in a “school setting” as defined in NASP standards.* Non-school settings that serve children, youth, and families may serve as appropriate internship sites as long as the intern has already completed or has the opportunity to complete at least 600 hours of supervised experience in a school setting. Virtual schools are not considered suitable training environments for a school psychology internship.

2.3 The internship site provides opportunities for a range of school psychological services consistent with the NASP Standards for graduate preparation of school psychologists (2010c) and NASP Model for comprehensive and integrated school psychological services (2010a).

2.4 The internship site provides the intern with the opportunities and supervision needed to integrate domains of knowledge and apply professional skills in school psychology in delivering a comprehensive range of services evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.*

2.5 Most of the intern’s time is spent providing direct and indirect psychological services to children, youth, and/or families. In order to ensure breadth of training, activities in no single major function predominates the intern’s time.

2.6 The internship site endeavors to provide opportunities to work with children and adolescents of varying ages, ethnicities, socioeconomic backgrounds, and with varying abilities and disabilities, characteristics, and needs.

2.7 In assigning duties to the intern, the internship site recognizes and supports the internship as an educational experience. An intern to student ratio that is less than NASP guidelines for credentialed, full-time school psychologists (1 to 500-700) is expected, with the actual assignments based on such factors as the needs of students to be served, the intern’s expertise and prior experience, and the intensity of intern supervision and support.

III. Supervision, Mentoring, and Collaboration

3.1 Professional field supervision of each intern is provided by a credentialed school psychologist or, in a non-school setting, by a psychologist credentialed for that setting.* Field supervision may be shared with other appropriately credentialed personnel in the unit, but the credentialed school psychologist or psychologist provides the preponderance of direct supervision and assumes full responsibility for the supervision provided.

3.2 The intern field supervisor has at least three years of full-time experience as a credentialed school psychologist or psychologist and is employed as a regular employee or consultant by the district or agency.

3.3 Unless supervisors have been assigned a significant portion of their time to devote to supervising interns, each supervisor is assigned to no more than two interns at any one time. Intern supervision is taken into account when determining supervisor workload.

3.4 The internship includes an average of at least 2 hours of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern's competencies * Supervision time may be adjusted proportionately for less than a full-time week or schedule.

3.5 The university program assigns to each intern a faculty supervisor* with training in school psychology who maintains regular communication with the intern and field supervisor. Such communication may occur through face-to-face meetings and/or faculty supervisor visits to the internship site (if geographically feasible), telephone or video conferencing, e-mails, and other means.

3.6 Interns have the opportunity to develop an affiliation with colleagues and the field* through regularly scheduled training activities with (a) other interns at the site, (b) interns at other sites in the immediate area, and/or (c) school psychologists at the site and/or in the immediate area.

3.7 The university school psychology program provides field supervisors with information and support for supervision as well as documentation needed to verify supervision activities for such purposes as continuing professional development.

IV. Intern Evaluation, Feedback, and Support

4.1 The internship field supervisor provides the intern and university program formative and summative evaluations of intern performance that are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.*

4.2 The internship site in collaboration with the university program has a process for addressing possible serious concerns regarding an intern's performance that protects the rights of clients to receive quality services, assures adequate feedback and opportunities for improvement to the intern, and provides due process protection in cases of possible termination of the internship.

4.3 The internship site provides expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists* and the organizational principles in the NASP Practice Model (2010a). Sites are strongly encouraged to provide interns a stipend that recognizes their graduate level of training and the value of services they provide.

4.4 The internship site affords interns opportunities for continuing professional development comparable to those provided to school psychologists in the district/agency.

4.5 Upon conclusion of the internship, the field supervisor verifies both the completion of required internship hours and activities and the quality of intern performance. Verification of the satisfactory internship completion is the responsibility of the intern's graduate program.

Notes: An asterisk (*) signifies the existence of a corresponding standard in the NASP Standards for graduate preparation of school psychologists (NASP, 2010c).

References:

National Association of School Psychologists (2010a). Model for comprehensive and integrated school psychological services. Bethesda, MD: Author.

National Association of School Psychologists (2010b). Principles for professional ethics. Bethesda, MD: Author.

National Association of School Psychologists (2010c). Standards for graduate preparation of school psychologists. Bethesda, MD: Author.

Document citation

[National Association of School Psychologists. \(2014\). Best Practices Guidelines for School Psychology Internships. Bethesda, MD: Author.](#)



INTERN/SUPERVISOR FIELDWORK GUIDELINES – THIRD YEAR, INTERNSHIP

Download and sign this form online [HERE](#).

Intern _____
(Please Print)

Entry Year _____

Field site _____

INTERN RESPONSIBILITIES:

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

1. Students must apply for an *Internship Credential* at the end of the second year.
(<http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html>) > See *Forms and Documents Related to Pupil Personnel Services Credentials (School Psychology, Intern Application.)*
Internship activities (assessment, counseling, etc.) may be impacted and hours will not count if the Intern Credential is not in place at the beginning of the year.
2. The intern must ensure that a current contract (MOU) 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.)

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 and satisfactory completion of the program.

4. Interns are required to meet 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. *Interns must complete a minimum of 64 face-to-face supervision hours with their field supervisor.*

5. Approximately four to five (4-5) days of internship per week are required for completion of the internship with a **minimum of 1200 hours**. 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. If there is an absence, communicate to the field supervisor as early as possible and complete the [Professional Absence Request Application \(PARA\)](#).

6. A formal Weekly Log of internship hours and a Monthly Activity Log must be maintained by the intern and verified electronically by the on-site supervisor at weekly intervals (weeks 4, 8, 14). **This log will include School locations and levels as well as professional activities demonstrating competence in NASP Training Standard Skills.** Final logs and online field evaluation are due to the Program on **week 14** of each semester. *Failure to submit final logs at week 14 will result in loss of semester credit.*

7. 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.

8. Trainees are required to have access to the RED BINDER at all times in case a crisis situation arises. When a crisis arises, immediately consult with field or/and University supervisor. Within 12 hours of incident, complete the [Confidential Incident Report Form \(CIRF\)](#) and provide follow-up information on the [Confidential Incident Follow-up Form \(CIFF\)](#); these forms are critical to documenting, communicating, and ensuring ethical care of clients/students.

9. Interns pursuing MFT hours during their internship year must identify a field site supervisor who is eligible to sign off on those hours. A separate MFT agreement must be established between the program, district, MFT supervisor, and trainee, with approval from the Coordinator.

10. 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 semester assignments.

INTERN SUPERVISOR RESPONSIBILITIES

Supervisors must have completed at least **three years** of experience as a credentialed school psychologist with regency in California law and district policy.

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 individual, face-to-face 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 and constructive feedback on reports.
6. To provide structured mentoring and evaluation that focus on Interns' attainment of competencies.
7. To monitor the number and types of assessments and counseling cases assigned during internship year (approximately 25-30, depending on type of assessments and comprehensiveness and 6-10 individual counseling cases total for internship), in order to ensure that such assignments are appropriate to the intern's current level of training and capability; interns will have no more than 5-7 open assessments or individual counseling cases at a given time.
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 online Internship Evaluation before the **14th week** of each semester; 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.
12. To support trainees pursuing the MFT in skill building, consultation and collaboration with University supervisor on clinical cases.

13. To engage in best practices and NASP & CCTC training standards.

14. Logs verified electronically by the on-site supervisor at weekly intervals (weeks 4, 8, 14 for each semester). Final logs are due week 14 of fall and spring semesters.

15. The field supervisor is the psychologist of record, an employee of the district assigned to the school site.

Summary of CSUEB School Psychology Program 3rd Year Intern Field Expectations

Trainee Year	Counseling	Assessment	Case Intensity	Supervision
3: School Psychology Interns <u>(maximum of 3 sites at any level).</u> Min. 1,200 total hours. <i>(Only 3rd-year trainees are "Interns")</i> <i>*Required Intern Credential to count NASP/PPS Hours</i>	Interns are ready to provide counseling for students with IEP Counseling. <u>Weekly</u> Individual: No more than 5-7 total cases at a time. Group: No more than 3 total groups at a time.	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. Yearly Totals: <u>25-30</u> <u>including, shared, independent, and comprehensive cases</u>	Interns are ready for more intensive cases. However, they are required to consult with supervisors on all cases. Interns will plan for cases required for the Professional Practice Portfolio (PPP) and will plan for school-wide data collection. Refer to PPP Guidelines from Intern.	2 Hours a week face-to-face individual supervision at the placement school site.
• Early Shadowing/Observing supervisor (minimum 4 days, but as much as possible) • At the start of the year, complete 2 Full Shadow cases from beginning to end • First few cases collaborate with site supervisor (Triennials preferred) • More involvement on cases Oct-Nov • Independent cases with supervisor support, starting Nov • More independence Jan-May • Credentialed school psychologist, employed by district, assigned to sites with one day overlap • Cannot supplant assigned school psychologist				
<i>Field Supervisor Initials</i>	<i>Field Supervisor Initials</i>	<i>Field Supervisor Initials</i>	<i>Field Supervisor Initials</i>	<i>Field Supervisor Initials</i>

Student Signature _____ (date) _____

On-Site Supervisor _____ / _____

(Print)

(Signature)

(date)

University Faculty Supervisor

(Signature)

(date)

**Initials and signature indicate both On-site and University supervisors have reviewed and agree to the fieldwork guidelines.*

(2025: 3rd Year Guidelines)

FIELD PLACEMENT REQUIREMENTS: SUMMARY



CSUEB Field & Case Policy

Year 1 - Fieldworker	Year 2 – Advanced Fieldworker (Pre-Intern)	Year 3 - Intern
• Early Shadowing/Observing supervisor (minimum 4 days, but as much as possible) • 7-10 general ed cases with mild adjustment or academic problems • Counseling, tutoring • Reviewing cum files; interviewing parents, teacher, & student; learning report writing & data collection for course assignments • 6 non-African American students need to be IQ testable for course assignments & 1 ELL student needed • Only 1 elementary site • Credentialed school psychologist assigned to site with one day overlap	• Early Shadowing/Observing supervisor (minimum 4 days, but as much as possible) • Reviewing/observing assessment tests • Aug-Nov collaborate on Triennial assessments (assign sections) • Dec-Feb (collaborate with more sections assigned; initials ok starting Jan) • Feb-May (more independence with full 60 days AP, 2-3 cases independently with supervisor support) • 7-12 Assessment Cases • No more than 2 groups & 3 individual cases at a time • Can be at up to 2 sites • Credentialed school psychologist assigned to site with one day overlap	• Early Shadowing/Observing supervisor (minimum 4 days, but as much as possible) • First few cases collaborate with site supervisor (Triennials preferred) • More involvement on cases Oct-Nov • Independent cases with supervisor support, starting Nov • More independence Jan-May • 25-30 Assessment Cases • No more than 7 counseling cases 3 groups at one time • Can be at up to 3 sites • Credentialed school psychologist assigned to site with one day overlap • Cannot supplant assigned school psychologist

Please contact the University Supervisor if there are any questions/concerns regarding appropriateness of cases or placement site(s).

Please note that all 1st, 2nd, and 3rd 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. **Submit online CIRF form within 12 hours of incident.** Be sure to respond promptly if there are any questions or concerns about the crisis incident.

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 6 students* that can be tested with IQ measures. Additionally, they will need to have *1 ELL* student. These cases are for course assignment purposes.

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

Counseling

Advanced Fieldworkers (2nd year) and Interns (3rd 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

Semester 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!

FIELD PLACEMENT REQUIREMENTS & CASE POLICY TIMELINE

Trainee Year	Counseling	Assessment	Case Intensity	Supervision
Year 1: School Psychology Fieldworkers (<u>Elementary</u> level, <u>1 site only</u> for the school year: min. <i>300 total hours</i>).	7-10 who are experiencing mild adjustment challenges (e.g., students needing minor support for social skills, adjusting to changes/ transitions, extra attention). Supervisors assist in setting up caseload during the first week of placement.	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).	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>	1 Hour a week face-to-face individual supervision at the placement school site.
• Early Shadowing/Observing supervisor (minimum 4 full school days, but as much as possible) • Data gathering to learn beginning stages of report writing: interviewing, observing, file reviews, practice • Cognitive and motor tests for course assignments (activities are for practice only) • 6 students need to be IQ testable for practice assessments & 1 ELL student needed • Credentialed school psychologist assigned to site, employed by District (overlap with trainee at least one day)				
Trainee Year	Counseling	Assessment	Case Intensity	Supervision

Year 2: Advanced School Psychology Fieldworkers or <i>Pre-Interns</i> (any level) <u>2 day placement</u> 480 min. total hours. 1 school site is highly recommended. A second school may provide additional cases later in the year.	Trainees start with 1 or 2 individual cases and learn how to develop 1 or 2 groups during fall and spring semesters. The focus is on how to develop counseling curriculum and goals. <u>Weekly</u> Individual: No more than 3 Individual cases a week. Group: No more than 2 groups at a time.	Advanced Trainees should start the year assisting supervisors: observing, administering a portion of measures, and observing the process. Triennials cases for 1 st half of school of the year. Supervisors can judge if 2 nd -year fieldworkers are ready to take on independent re-eval. assessment cases toward middle of year. Yearly Totals: <u>7-12</u>	Caseload students can have a range of challenges. More intensive cases should be shared with field supervisor. 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.	1 Hour a week face-to-face individual supervision at the placement school site.
• Early Shadowing/Observing supervisor (minimum 4 full shadow days, but as much as possible) • Observe 2 full assessment cases from beginning to end. • Reviewing/observing assessment tests early on to learn about test administration • Aug-Nov collaborate on Triennial assessments (assign sections) • Dec-Feb (collaborate with more sections assigned, initials ok starting Jan) • Feb-May (more independence with full 60 days AP, 2-3 cases independently with supervisor support) • Credentialed school psychologist assigned to site, employee of district (overlap with trainee at least one day)				
Trainee Year	Counseling	Assessment	Case Intensity	Supervision
Year 3: School Psychology Interns (<u>maximum of 3 sites</u> at any level). Min. 1,200 total hours. (Only 3 rd -year trainees are "Interns") *Required Intern Credential to count NASP/PPS Hours	Interns are ready to provide counseling for students with IEP Counseling. <u>Weekly</u> Individual: No more than 5-7 total cases at a time. Group: No more than 3 total groups at a time.	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 toward end of fall semester. Collaboration is required for first few cases. Yearly Totals: <u>25-30 including, shared, independent, and comprehensive cases</u>	Interns are ready for more intensive cases. However, they are required to consult with supervisors on all cases. Interns will plan for cases required for the Professional Practice Portfolio (PPP) and will plan for school-wide data collection. Refer to PPP Guidelines from Intern.	2 Hours a week face-to-face individual supervision at the placement school site.

- Early Shadowing/Observing supervisor (minimum 4 days, but as much as possible)
- At the start of the year, complete 2 Full Shadow cases from beginning to end
- First few cases collaborate with site supervisor (Triennials preferred)
- More involvement on cases Oct-Nov
- Independent cases with supervisor support, starting Nov
- More independence Jan-May
- Credentialed school psychologist, employed by district, assigned to sites with one day overlap
- Cannot supplant assigned school psychologist

PRACTICUM & INTERNSHIP PLACEMENT INFORMATION FORM**USE ONLINE FORM: [HERE](#)**

1. Complete this online google form as soon as you know your placement. This form can be updated electronically in google as your placement information changes.

2. If you need a NEW or UPDATED MOU for your district, please let your Coordinator know.

By completing this Practicum Information Form, you have agreed to be a fieldworker/intern within the district. It is important that the Program have the most accurate and updated placement information in case of emergencies or if there are any questions about your placement. Any changes to placement require advance communication and Coordinator approval.

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 _____ License/NCSP Number _____

Supervisor Credentials: __ PPS School Psy. __ NCSP __ MA/MS __ Ph. D __ MFT

Site Supervisor (2) _____

Supervisor School Phone _____ Supervisor Cell Phone _____

Supervisor e-mail _____ License/NCSP Number _____

Supervisor Credentials: __ PPS School Psy. __ NCSP __ MA/MS __ Ph. D __ MFT

	School Site(s)	Phone #
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.**

SAMPLE SCHOOL PSYCHOLOGY WEEKLY FIELDWORK / INTERNSHIP LOG

USE ONLINE Excel VERSION for Electronic Submission

1st Year Fieldworker Fall and Spring Excel Logs: [HERE](#)

2nd Year Advanced Fieldworker Fall and Spring Excel Logs: [HERE](#)

3rd Year Interns Fall and Spring Excel Logs: [HERE](#)

Online Submission Link for ALL Trainees: <https://csueb.tfaforms.net/4740839>

FIELDWORKER / INTERN: _____ **Field Supervisor:** _____

District: _____

Week of:	M	T	W	TH	F	Total
I. Permeating Practices						
ASSESSMENT						
Observation						0
Interview						0
Individual Assessment						0
Report Writing						0
Case Preparation						0
SST, IEP, other Team Meetings						0
CONSULTATION						
Teacher Consultation						0
Parent Consultation						0

Other Collaboration						0
II Direct & Indirect Services - Children, Families, Schools						
Individual Counseling						0
Prevention/Crisis Support						0
Service Planning						0
III. Professional Development/ Leadership						
Training/Workshop						0
Shadowing/ Other						0
IV. Supervision						
Supervision Session						0
Daily Total	0	0	0	0	0	
Supervisor's Print/Sign: _____					Weekly Total	0
Date: _____						

*All trainees will submit logs electronically weeks 4, 8, and 14; and verified by field supervisor(s). Coordinator will review for final approval. All parties will receive the final signed electronic submission. Coordinator will forward copies to University supervisors.

SAMPLE INTERNSHIP ACTIVITY MONTHLY SUMMARY**USE ONLINE EXCEL VERSION: [HERE](#)**

Intern: _____

Date: _____

Supervisor Signature: _____

District: _____

Number

Domain 1 Data-Based Decision Making:*At least 5 separate independent assessments are required*

___ Specific Learning Disability _____

___ Emotional Disturbance _____

___ Autism _____

___ Intellectual Impairment _____

___ Multiple Disabilities _____

___ Developmental Delay/Preschool _____

___ Orthopedic Impairment _____

___ Other Health Impairment _____

___ Traumatic Brain Injury _____

___ Low Incidence (Visual/Hearing) _____

Domains 2 Consultation & 7 Family, School & Community Collaboration:*At least 3 consultation cases are required*

___ Behavioral Support _____

___ Academic Support _____

___ Social/Emotional _____

Which Method or Process?

___ Problem-solving model _____

___ Facilitated communication _____

___ Advocated for change _____

___ Other _____

Domain 3 Academic Interventions & Support & Domain 4 Mental & Behavioral Health Services and Interventions:*At least 5 areas are required*

___ Positive Behavior Support Plan _____

___ Functional Behavioral Analysis _____

___ Individual Counseling _____

___ Group Counseling _____

___ 504 Plan _____

___ Used academic or behavior screener _____

___ Implemented evidence based program _____

___ Evaluated effectiveness of services (Progress Monitoring _____

___ School-wide program for change _____

___ Sharing program/curriculum information _____

___ Other: _____

Number

Domain 5 School-Wide Practices & Domain 6 Services to Promote Safe and Supportive Schools*At least 5 required*

___ Needs Assessment _____

___ In-service Training _____

___ Program Proposals, Grants, Support _____

___ Evaluation/Data Collection _____

___ Planning Facilitation _____

___ Support for School Climate, Safety, Organization, Policy Change _____

___ Advocate for policy and practices _____

___ Implement/evaluate prevention/intervention programs _____

___ Participate in crisis response _____

___ Other: _____

Domain 8 Equitable Practices for Diverse Student Populations*At least 2 required*

___ Promote social justice through policies and programs _____

___ Support English Language Learners _____

___ Utilize research and theories from text/readings on individual differences _____

___ Discuss/present diverse learning issues with parent/teachers/administrators _____

___ Bilingual assessment _____

___ Other: _____

Domain 9 Research and Evidence-Based Practice*All areas required*

___ Assist teachers in collecting data _____

___ Evaluate fidelity or effectiveness of programs _____

___ Use research findings as foundation of service delivery _____

___ Response to Intervention _____

Domain 10 Legal, Ethical, & Professional**Practice***All areas required*

- ☐ Professional Development Training _____
☐ Assist/support school personnel & parents in understanding special education law & practices _____
☐ Use supervision & mentoring in practice _____
☐ Familiar with IEP paperwork _____
☐ Applied Internship Knowledge and Skill goals _____
 Other: _____

Other:**Observation Experiences:***At least 5 areas are required*

- ☐ Resource Specialist Program _____
☐ Special Day Class _____
☐ General Education _____
☐ Autism Programs _____
☐ Infant / Preschool Programs _____
☐ Shadow Supervisor _____
☐ Special Education Placement _____
☐ Manifestation Determination _____
 Other: _____

Participation/Team Membership:*All areas are required*

- ☐ SST _____
☐ Staff Meetings _____
☐ IEP facilitation _____
☐ Planning Team _____
☐ Professional Organizations _____
 Other: _____

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

Total Monthly Hours	Supervision Hours
---------------------	-------------------

August	_____	_____
September	_____	_____
October	_____	_____
November	_____	_____
December	_____	_____
January	_____	_____
February	_____	_____
March	_____	_____
April	_____	_____
May	_____	_____
June	_____	_____

Initial Assessments	_____
Triennial Assessments	_____
Total Assessments	_____

Total Internship hours _____

Total Supervision Hours _____



First-Year Fieldwork Agreement

Download and sign this form online [HERE](#).

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 scheduled, 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 school and obtain a minimum of one and one half (**1 ½**) days per week of experience in school, with one day overlap between trainee and supervisor.
4. Supervisors will assist Fieldworker in maintaining a balance of professional activities expected for a first year fieldworker (e.g., shadowing-minimum 4 shadow days, counseling, practice assessments for course assignments, teacher and parent interviews via in person or phone, classroom observations, completion of course assignments, introduction to teachers/staff and school culture) to be on the Monthly Logs (logs verified at weeks 4, 8, 14).
5. **First-year Fieldworkers cannot facilitate or co-facilitate counseling groups. Counseling is for individual cases only.**
6. No more than two School Psychology Fieldworkers or Interns shall be assigned to any given supervisor.
7. 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 caseload 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.

Trainee Name: _____ Date: _____
Print/ Signature

District/School Representative: _____ Date: _____
Print/ Signature

CSUEB Faculty Supervisor: _____ Date: _____
Print/ Signature



Second-Year Practicum, Advanced Fieldwork Agreement

Download and sign this form online [HERE](#).

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. **Individual Counseling: No more than 3 Individual cases a week. Group Counseling: No more than 2 groups at a time. Assessment Caseload is 7-12 cases total for the year.**
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 folio cases; behavioral and counseling interventions; consultation with at least one teacher for an entire semester; and shadowing of supervisor-minimum 4 shadow days) to be documented on the Monthly Logs (logs verified at weeks 4, 8, 14).
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) opportunities to attend trainings, and (d) agreement of the fieldworker and supervisor guidelines.

I have read the above and agree to the conditions.

Trainee Name:	Print/ Signature	Date:
District/School Representative:	Print/ Signature	Date:
CSUEB Faculty Supervisor:	Print/ Signature	Date:



Internship Agreement

Download and sign this form online [HERE](#)

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 weekly scheduled, face-to-face supervision shall be provided each school week to each School Psychology Intern.
3. Interns shall be placed in no more than three **(3)** schools/settings. Two sites are recommended. The settings require that a credentialed school psychologist to be assigned on site.
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. Caseloads are a total of 25-30 *shared and independent* assessment cases and 6-10 individual counseling cases. **Individual:** No more than **5-7** total cases at a time. **Group:** No more than **3** total groups at a time.
5. No more than two School Psychology Fieldworker or Interns shall be assigned to any given supervisor.
6. The Internship placement shall provide appropriate support for the Internship experience, including an agreement that specifies (a) the period of placement/employment consistent with that of the supervising School Psychologist; (b) participation in continuing professional development; (c) a written agreement regarding the period of appointment and any terms of compensation or expense reimbursement consistent with the district staff; (d) appropriate safe, secure work environment and adequate supplies, materials, and office space; (e) release time for internship supervisors; and (f) commitment to the internship as a diversified training experience.

I have read the above and agree to the conditions.

Trainee Name: _____ Date: _____
Print/ Signature

District/School Representative: _____ Date: _____
Print/ Signature

CSUEB Faculty Supervisor: _____ Date: _____
Print/ Signature



SAMPLE School Psychology 1st-Year Fieldwork Checklist /Audit Form

(Use Electronic Form: [HERE](#))

Name _____ Date _____ CSU Email _____
 (Print)
 Entry Year _____ Phone _____

**Each trainee has an individual Google folder to upload Program required documents. This checklist/audit form should be used throughout the school year to ensure program requirements are completed timely. DO NOT WAIT UNTIL THE END OF THE SCHOOL YEAR TO COMPLETE THIS FORM. Provide the required information where appropriate on this form and share with University supervisor for review and signature. At the end of spring semester, the trainee is required to upload this final, completed document to google folder for review by core faculty and used in the annual review.*

Completed by Pre-semester Orientation:

	Requirement	Date Completed and Submitted to Program (include Date & initial)	Comments
1	Certificate of Clearance Application*- required to be in schools! DUE by PROGRAM ORIENTATION TB, LiveScan, Certif. of Clearance Application		
2	CCTC Web page Verification of Certificate of Clearance		
3	Statistics (Elements of Probability)		
4	Learning (Conditioning and Learning or Theories of Learning)		
5	Development (Developmental Psychology or Human Development or Child Development)		
6	Abnormal (Abnormal Psychology)		
7	Testing OR Research (Psychological Tests or Research Design)		
8	GRE (include score) - recommended, not required _____		
9	Basic Skills Requirement (Bachelor's approved)		
10	Final Transcripts		

Early Fall Semester & Before Beginning Placement

11	Is there a Current MOU with District (Yes/NO)-check MOU List: HERE District Name _____		
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12	Approved Supervisor, Name		
13	Field placement Agreement signed		
14	Fieldwork Guidelines signed		
15	Practicum Information Form by Week 1 (complete Google survey-keep up to date at all times)		
16	Ethical Professional Behavior Agreement signed		
17	Conditions for Candidacy Admission & Credentialing signed		
18	PPS Declassification Policy signed		
19	MFT Training Responsibilities signed		
20	Crisis Situation Consultation & Responsibilities signed		
21	Child Abuse and Neglect Reporting Law Consultation signed		
22	Student Handbook Agreement Signature Page		
23	RED BINDER ready and reviewed with field supervisor		
24	Professional Liability Insurance- NASP membership & Insurance		
25	Clinical Insurance- CAMFT membership for CCC work		
26	Program & CCC Handbook Quiz		

During Fieldwork, Supervision, and Coursework

27	1 st - Year Fieldwork Logs fall term (logs submitted and verified weeks 4, 8, 14)		
28	1 st - Year Fieldwork Logs spring term (logs submitted and verified weeks 4, 8, 14)		
29	Caseload of 7-10 Students in School		
30	Minimum 4 Shadow Days (see supervision syllabus)		
31	Prepared to discuss caseload in field and university supervision (accept clients, maintain notes & online documents, discuss Progress, consult)		
32	CCC completion of 20 client sessions (if available)		
33	Final Fall Logs (week 14)	Fall hours:	

34	Final Spring Logs (week 14)	Spring hours:	
35	Fall Field Supervisor Evaluation (week 14)		
36	Spring Field Supervisor Evaluation (week 14)		
37	Fall Satisfactory Progress (grade B or better in all graduate courses)		
38	Spring Satisfactory Progress (grade B or better in all graduate courses)		

End of Year

39	How many CIRFs completed this year?		
40	How many CIFS completed this year?		
41	How many PARAs completed this year?		
42	Online Surveys, Checklist, & Audit Forms ready for Annual Review		
43	Placement/District for 2 nd Year? District Name		
44	Complete Preliminary Placement Information for year 2		
45	Upload Copy of Transcript to Google folder	GPA:	
46	Program Disposition and Aptitudes Demonstrated (Complete by Faculty)	Yes No	
47	Recommendation for Advancement to 2nd Year (Complete by Faculty)	Yes No	
48	Approved for 2nd Year Placement/District (Complete by Faculty)	Yes No	

Fully complete and submit this annual review form by your scheduled meeting date.

This form is required in the student's google folder for advancement & credential recommendation.

Student Signature: _____ **Date** _____

University Supervisor: _____ **Date** _____

Program Coordinator: _____ **Date** _____



SAMPLE School Psychology 2nd-Year Fieldwork Checklist /Audit Form

(Use Electronic Form: [HERE](#))

Name _____ Date _____ CSU Email _____
 (Print)
 Entry Year _____ Phone _____

** Each trainee has an individual Google folder to upload Program required documents. This checklist/audit form should be used throughout the school year to ensure program requirements are completed timely. DO NOT WAIT UNTIL THE END OF THE SCHOOL YEAR TO COMPLETE THIS FORM. Provide the required information where appropriate on this form and share with University supervisor for review and signature. At the end of spring semester, the trainee is required to upload this final, completed document to google folder for review by core faculty and used in the annual review.*

Early Fall Semester & Before Beginning Placement

	Requirement	Date Completed and Submitted to Program (include Date and Initial)	Comments
1	Is there a Current MOU with District (Yes/NO)-check MOU List: HERE District Name		
2	Approved Supervisor, Name Credential Evaluation Form		
3	RED BINDER ready and reviewed with field supervisor		
4	Field placement Agreement signed		
5	Fieldwork Guidelines signed		
6	Practicum Information Form by Week 1 (complete Google survey-keep up to date at all times)		
7	Professional Liability Insurance- NASP membership & Insurance		
8	Clinical Insurance- CAMFT membership for CCC work (if returning to CCC for 2 nd year)		

During Fieldwork, Supervision, and Coursework

9	2 nd - Year Fieldwork Logs fall term (logs submitted and verified weeks 4, 8, 14)		
10	2 nd - Year Fieldwork Logs spring term (logs submitted and verified weeks 4, 8, 14)		
11	7-12 Assessment During Year		

12	Minimum 4 Shadow Days (see Supervision syllabus)		
13	Prepared to discuss caseload in field and university supervision (accept clients, maintain notes & online documents, discuss Progress, consult)		
14	Final Fall Logs (week 14)	Hours:	
15	Final Spring Logs (week 14)	Hours:	
16	Fall Field Supervisor Evaluation (week 14)		
17	Spring Field Supervisor Evaluation (week 14)		
18	Fall Satisfactory Progress (grade B or better in all graduate courses)		
19	Spring Satisfactory Progress (grade B or better in all graduate courses)		

End of Year

20	How many CIRFs completed this year?		
21	How many CIFFs completed this year?		
22	How many PARAs completed this year?		
23	Online Surveys, Checklist, & Audit Forms ready for Annual Review		
24	Formative Folio for EPSY 685, Spring		
	I. Permeating Practices	Not Met / Developing / Proficient	
	II. Direct and Indirect Services	Not Met / Developing / Proficient	
	III. Foundations of Service Delivery	Not Met / Developing / Proficient	
25	Upload Copy of Transcript to Google folder	GPA:	
26	Online Surveys, Checklist, & Audit Forms ready for Annual Review		
27	Program Disposition and Aptitudes Demonstrated (Complete by Faculty)	Yes No	
28	Recommendation for Advancement to 2 nd Year (Complete by Faculty)	Yes No	
29	Approved for 2 nd Year Placement/District (Complete by Faculty)	Yes No	

30	Internship Credential Application (To do by August 1 of internship year) -Go to the Credentialing Office webpage for Application Packet -Request a letter from your District requesting verification of your internship starting date.		
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Fully complete and submit this annual review form by your scheduled meeting date.

This form is required in the student's google folder for advancement & credential recommendation.

Student Signature: _____ **Date** _____

University Supervisor: _____ **Date** _____

Program Coordinator: _____ **Date** _____



SAMPLE School Psychology 3rd Year/Internship Checklist /Audit Form

(Use Electronic Form: [HERE](#))

Name _____ Date _____ CSU Email _____
(Print)

Entry Year _____ Phone _____

** Each trainee has an individual Google folder to upload Program required documents. This checklist/audit form should be used throughout the school year to ensure program requirements are completed timely. DO NOT WAIT UNTIL THE END OF THE SCHOOL YEAR TO COMPLETE THIS FORM. Provide the required information where appropriate on this form and share with University supervisor for review and signature. At the end of spring semester, the trainee is required to upload this final, completed document to google folder for review by core faculty and used in the annual review.*

Completed by Pre-semester Orientation:

	Requirement	Date Completed and Submitted to Program (include Date and Initial)	Comments
1	Internship Credential Application on file with Program and Credential Office. <i>No hours count until Application is documented.</i>		
2	Praxis Exam Results- 1. Upload PDF Report to your google folder, 30 days to print online copy) 2. Enter scores online	Overall Score _____ ___ Upload ___ Entered	

Early Fall Semester & Before Beginning Internship

3	Is there a Current MOU with District (Yes/NO)-check MOU List: HERE District Name		
4	Approved Supervisor, Name		
5	RED BINDER ready and reviewed with field supervisor		
6	Fieldwork Guidelines signed		
7	Practicum Information Form by Week 1 (complete Google survey-keep up to date at all times)		
8	Professional Liability Insurance- NASP membership & Insurance		

During Supervision

9	3 rd Year - Internship Logs fall term (logs submitted and verified weeks 4, 8, 14)		
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10	3 rd Year - Internship Logs spring term (logs submitted and verified weeks 4, 8, 14)		
11	4 Shadow Days (see Supervision syllabus)		
12	Prepared to discuss caseload in field and university supervision (accept clients, maintain notes & online documents, discuss Progress, consult)		
13	Final Fall Logs (week 14)	Hours: Supervision Hours:	
14	Final Spring Logs (week 14)	Hours: Supervision Hours:	
15	25-30 INDEPENDENT Assessments (1 st few assessments can collaborate with supervisor)		
16	Fall Field Supervisor Evaluation (week 14)		
17	Spring Field Supervisor Evaluation (week 14)		
18	Apply for Graduation 1 st week in spring semester		

End of Year

19	How many CIRFs completed this year?		
20	How many CIFFs completed this year?		
21	How many PARAs completed this year?		
22	Annual Review, Online Surveys & Audit Form Completed		
23	Satisfactory Progress. All Incompletes or grades below B are remediated		
24	Upload Copy of Transcript to Google folder	GPA:	
25	Professional Practice Portfolio (EPSY 680 & 693C) (Sections submitted on time) see syllabus for dates		
a	I. Permeating Practices	Not Met / Developing / Proficient / Exceeds Expectations	
b	II. Direct and Indirect Services	Not Met / Developing / Proficient / Exceeds Expectations	
c	III. Foundations of Service Delivery	Not Met / Developing / Proficient / Exceeds Expectations	

26	Exit Interview Surveys Completed Intern Data Summary Field Evaluation Program Evaluation Disposition Self-Evaluation Alumni Contact Audit Form	_____ _____ _____ _____ _____	
27	Program Disposition and Aptitudes Demonstrated (Complete by Faculty)		
28	Recommendation for Advancement to 2nd Year (Complete by Faculty)		
29	Faculty Recommendation for PPS Credential	Yes No	
30	Alumni Info	Name _____ Phone _____ Personal Email _____ Address _____	
31	PPS Credential Application Go to Credentialing Office Web Page for Application		

Fully complete and submit this annual review form by your scheduled meeting date.

This form is required in the student's google folder for advancement & credential recommendation.

Student Signature: _____ **Date** _____

University Supervisor: _____ **Date** _____

Program Coordinator: _____ **Date** _____

FORMATIVE AND PROFESSIONAL SCHOOL PSYCHOLOGY PORTFOLIOS

The portfolio is a developmental product that represents skill, knowledge, and performance relevant to NASP Training Standards and Program 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 each semester 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 semester of the second year for Advanced School Psychology (EPSY 685). Advanced Fieldworkers and Interns are required to submit samples and rationales for NASP skill areas throughout each semester. The final Professional Practice Portfolio (PPP) is submitted **Week 14** of spring semester of the Internship year for faculty evaluation.

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 from each of the NASP Training Skill areas, as well as areas that are pertinent to CCTC school psychology skill development.

Specific NASP (2020) skill development domains required for professional practice and are listed by sections 1-10:

STANDARD II
1. Data-Based Decision-Making
STANDARD III
2. Consultation and Collaboration
STANDARD IV, Element 4.1
3. Academic Interventions and Supports
STANDARD IV, Element 4.2

4. Mental and Behavioral Health Services and Interventions
STANDARD V, Element 5.1
5. School-wide Practices to Promote Learning
STANDARD V, Element 5.2
6. Services to Promote Safe and Supportive Schools
STANDARD VI
7. Family, School, and Community Collaboration
STANDARD VII
8. Equitable Practices for Diverse Student Populations
STANDARD VIII, Element 8.1
9. Research and Evidence-based Practice
STANDARD VIII, Element 8.2
10. Legal, Ethical, and Professional Practice

The following table is a “Big Picture” overview of Professional Portfolio Requirements based on NASP 2020 standards.

NASP STANDARD-BASED PORTFOLIO SECTIONS, CASE STUDIES, AND DOCUMENTATION

Preparing for the 3rd Year Internship PPP: Overview

Practices That Permeate All Aspects of Service Delivery			
Portfolio Section 1	Case Study	Required Documents and Artifacts	NASP Skills
Data-Based Decision-Making	Select an assessment or intervention case with extensive data collection. The focus is on your role in using the data to identify need, determine necessary services, support implementation of related service, and measure the impact of service on student.	● Assessment report or extensive data collection summary with student profile ● Application of RIOT and ICEL ● Recommendations/ goals linked to assessment data ● Evidence of applied recommendations ● Outcome data and service evaluation	knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs
Portfolio Section 2	Case Study	Required Documents and Artifacts	NASP Skills
Consultation and Collaboration	Select a consultation case with a teacher to demonstrate your collaborative problem solving skills and consultation methods. Meet for at least four sessions documenting the Problem Solving Model and evaluating consultee satisfaction and the impact of your consultation on the student.	● Brief summary- 1 page per session- of your interactions for each session. Identify the stage within Problem Solving model, with clear discussion on your process (e.g., Problem Situation, questions you posed, data gathered, hypotheses, goals set or actions planned, and outcomes). ● Pre-Post data collection regarding presenting problem ● Consultee Satisfaction Evaluation	knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs

Direct and Indirect Services: Student-Level Services			
Portfolio Section 3	Case Study	Required Documents and Artifacts	NASP Skills
Academic Interventions and Supports	Select an intervention case that highlights your ability to problem solve, develop academic skill goals (for reading, writing, or math), recommend/ implement/ support evidence-based intervention, and evaluate effectiveness.	• ICEL x RIOT Table • Rtl/CBM assessment (e.g., types of curriculum base measures, screeners) • Baseline and Intervention data for each • PND Effect Size Worksheet	knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Portfolio Section 4	Case Study	Required Documents and Artifacts	NASP Skills
Mental and Behavioral Health Services and Interventions	Select a counseling or intervention case that highlights your ability to problem solve, develop social emotional goals (for behavior, social skills, emotional functioning, or attention), implement evidence-based strategies, and measure the impact on student progress.	• ABC Observation; FBA; BSP; GAS; Brief Session Summary (for each counseling or intervention contact); • Weekly Monitoring Data/ Graph • Outcome Evaluation Sheet • PND Worksheet	knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health
Direct and Indirect Services: Systems-Level Services			
Portfolio Section 5	Case Study	Required Documents and Artifacts	NASP Skills
School-wide Practices to	This section is the first step of a four-part project. Part 1: <u>Problem Identification/Analysis.</u>	• School-Wide Project Proposal (See EPSY 680 syllabus for due date)	knowledge of school and systems structure, organization, and theory;

Promote Learning	Identify a school-wide problem at one of your schools- via RIOT data collection (provide a proposal, early Fall semester ; Part 2: Evidence-Based Responses. Research how others have addressed the problem; and present your data findings to school stakeholders.	What is the Problem? What Data will you seek? Collaborators, Timeline, & Resources? • Part 1: List of data sources with specific archival, observation, and interview data. • Part 2: List of relevant cited research, interventions, or reviews of theory and practice (e.g., Best Practice articles) • Summary of School-Wide Problem Presentation (i.e., PowerPoint)	general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others
Portfolio Section 6	Case Study	Required Documents and Artifacts	NASP Skills
Services to Promote Safe and Supportive Schools	Apply the PREPaRE model to your school.	• Reference list identifying the chosen strategies as evidence-based.	knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
Portfolio Section 7	Case Study	Required Documents and Artifacts	NASP Skills
Family, School, and Community Collaboration	Select a counseling, assessment, consultation, or other intervention case in which you showed extra effort to support a family and foster family-school collaboration. The idea is to help the family become more involved in their student's learning.	• Brief Summary of Parent and Stakeholder meetings/ communication • Pre- and Post- Intervention data. Report of Specific Student and Family Measures and	knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods

	You will collect data at the beginning and at the end of the case to evaluate service effectiveness.	Data (e.g., parental level of connectedness with the school as a partner; experience of respect, trust or support; student level of performance, Daily Report Cards, or social-emotional adjustment). Use rating anchored parent and student ratings, academic or behavioral student data, and questionnaires.	to develop collaboration between families and schools. skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.
Foundations of School Psychologists' Service Delivery			
Portfolio Section 8	Case Study	Required Documents and Artifacts	NASP Skills
Equitable Practices for Diverse Student Populations	Select a counseling, assessment, consultation, or other intervention case in which you focus on specific challenges or experiences at the level of <u>individual difference</u> . Specifically, consider a case that highlights your work to seek equity, demonstrate cultural sensitivity or collaborate to increase multicultural goodness-of-fit between the student and her/his learning environment.	• Session Summary • Communication Summary	knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development & social justice are foundations of all aspects of service delivery

Portfolio Section 9	Case Study	Required Documents and Artifacts	NASP Skills
Research and Evidence-based Practice	Part 3: <u>Intervention Planning & Implementation</u>. Reviewing school-wide data and considering the literature reviewed in Section 5, identify, develop, and implement <u>one evidence-based strategy to support T1-level intervention</u> (e.g., reading monitoring, PBIS, mental health screening) and <u>one evidence-based strategy to support T2-level intervention</u>-academic, behavioral, or mental health. Collaborate to apply the strategies at multiple levels. Part 4 of School-Wide Project: <u>Evaluation</u>. Following the strategy implementation in section 6, develop a research question to evaluate the impact of the T1 and T2 evidence-based strategies. Analyze pre-post data.	• Raw Pre-Post Data • Analysis Print Out (e.g., graphs/charts) • Project Presentation Rating Forms • Present findings to school stakeholders Spring week 10; -Presentation Evaluation.	knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques/technology resources for data collection, measurement, analysis, & program evaluation to support effective practices at the individual, group, and/or systems levels

Portfolio Section 10	Case Studies	Required Documents and Artifacts	NASP Skills
Legal, Ethical, & Professional Practice	* Professional Practice Case Study Select a counseling, assessment, consultation, or other intervention case in which you describe your professional efforts in one or two Program Dispositions, “areas for growth.” * Legal, Ethical Case Study Select a case that presented an actual or vicarious (Supervisor’s) ethical or legal challenge. Be sure that you have sufficient background and professional involvement so that you can apply ethical decision making collaboratively with your supervisor or another professional.	• Brief summary of sessions, goals, strategies, or consultation • Service summaries, notes, communication, or other ethical/legal documents to connect case study to NASP ethical standards or legal requirements (e.g., Ed Code). • CIRF’s, case logs and communication records	knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making;

			collaborate with other professionals professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, & technology skills
Spring Week 14: Final electronic PPP submission			

Preparing for Second-Year Formative Folio: Overview

To enhance the formative learning experiences, we have added a cross-year case collaboration to support the full range of professional skills and insights required of the professional standards. Of the NASP training standards, **5** domain case studies will be completed independently by the 2nd year trainee (with their own cases or cases from their supervisors). These independent cases will be connected with data collection, consultation, academic and social emotional intervention, and school-wide support activities that the 2nd year trainee will engage in for specific NASP domains. Independent case studies will be discussed and supported in supervision.

For the remaining **5 NASP domains**, second year trainees will have an Intern mentor to collaborate with in vicarious learning (interns are also working on similar Portfolio case studies). Specifically, second-year trainees will discuss and share case study questions with their third-year mentors for indirect-vicarious learning. **It is fine to use the Intern's case as long as the reflection centers on what you would do if it were your case.** The indirect-vicarious learning case studies will be reviewed and supported in Fieldwork Supervision.

The goal is to support a wide range of case exposure that may not be available during the pre-internship year. Please arrange to meet with your Buddy as you will need the collaboration in order to complete your case studies.

FOLIO TIMELINE: SCHEDULE and SECTIONS

The following guidelines provide deadlines for Formative Folio drafts during year 2. Trainees will submit ALL Folio section drafts to Year 2 Univ. Supervisor for feedback. The Final updated and completed Folio is submitted in Supervision at the end of spring semester.

5-independent case studies:			
Folio Section	Course & Year Introduced	Key Assignment	Due Date
3- Academic Interventions	EPSY 671 Academic/Beh. Intervention (Spring, 1 st Year)	Assess academic skill baseline, develop academic intervention, and progress monitor.	Week 10, Fall
1- Data-Based Decision Making	EPSY 684 Neuropsych. (Fall 2 nd Year)	Conduct a comprehensive SLD assessment applying the problem-solving model, planning support, and progress monitoring a specific goal.	Week 14, Fall
5- School-Wide Practices	EPSY 651 Research (Fall 2nd Year)	Lit review related to a school-wide problem.	Week 15, Fall
4- Mental & Behavioral Health Services & Interventions	EPSY 668 Social/Emotional Assessment (Spring 2nd Year)	Conduct a social emotional assessment and develop an intervention plan including FBA, BSP, goal attainment, and progress monitoring.	Week 12, Spring
2- Consultation & Collaboration	EPSY 682 Mental Health Consultation (Spring 2nd Year)	Conduct semester-long problem-solving consultation with a teacher.	Week 15, Spring
5-vicarious learning case studies (These are 3rd year mentor's cases and 2nd years are learning from mentors):			
6- Services to Promote Safe & Supportive Schools	EPSY 683 Crisis Intervention (Spring 2nd Year)	Learn and apply PREPaRE to a school crisis. Discuss with mentor.	Week 7, Spring
7- Family, School, & Community Collaboration	EPSY 643 Family Therapy (Fall 2nd Year)	Learn about collaboration with parents to improve student learning and overcome barriers to meaningful connection with the school. Discuss with mentor intervention or assessment case in which parent support and involvement are essential.	Week 8, Spring
8- Equitable Practices	EPSY 637 Multicultural Counseling (Spring 1 st Year)	Learn how to develop goals, plans, and supports to develop strengths and demonstrate cultural competence. Discuss with mentor an assessment or intervention case in which a student's cultural,	Week 10, Spring

		linguistic, or other significant background factor impacts learning or development.	
9- Research & Evidence-Based Practice	EPSY 651 Research Methods (Fall 2nd Year)	Learn how to develop a school-wide action research project proposal, submit IRB, and collect outcomes data. Discuss with mentor school-wide project.	Week 11, Spring
10- Legal, Ethical, & Professional Practice	EPSY 630 Law & Ethics (Fall 2 nd Year)	Apply ethical decision making to a school-based dilemma and reflect on application of law and ethics.	Week 12, Spring

SCHOOL PSYCHOLOGY CALIFORNIA CREDENTIAL

Pupil Personnel Services (PPS)

<http://www.ctc.ca.gov/credentials/leaflets/cl606c.pdf>

The Pupil Personnel Services: School Psychology Credential authorizes the holder to:

1. Provide services that enhance academic performance;
2. Design strategies and programs to address problems of adjustment;
3. Consult with other educators and parents on issues of social development, behavioral and academic difficulties;
4. Conduct psycho-educational assessments for purposes of identifying special needs;
5. Provide psychological counseling for individuals, groups and families; and
6. Coordinate intervention strategies for management of individual and school-wide crises.

Requirements for the Clear Credential with a Specialization in School Psychology

Individuals must satisfy **all** the following requirements:

1. Baccalaureate degree or higher from a regionally accredited college or university. This satisfies both the degree requirement and the Basic Skills Requirement beginning 6/29/2024.
2. Complete post baccalaureate degree study consisting of a minimum of 60 semester units in a California Commission-approved professional preparation program specializing in school psychology, including a practicum with school-aged children. Programs accredited by the National Association of School Psychologists (NASP) meet this requirement.
3. Obtain the recommendation of a California college or university with a Commission-approved Pupil Personnel Services program specializing in school psychology.

This process will result in the college or university submitting the recommendation online.

4. Complete the Live Scan fingerprint process ([form 41-LS](#)).
5. Pay the application processing fee (see [Fee Information leaflet CL-659](#)) once the recommendation has been submitted online by the college or university. Individuals will be notified via email that the application has been submitted and is awaiting payment in a secured database.

INTEGRATED MARRIAGE AND FAMILY THERAPY (MFT) TRAINING GUIDELINES

Community Counseling Clinic (CCC)

The School Psychology Program is a dual/integrated program with Marriage and Family Therapy Training. We believe that school-based practitioners are better equipped to provide services when there is clinical knowledge for working with diverse clients, students, families, and communities. Candidates will have opportunities to take coursework toward the marriage and family therapy license. Upon completing our graduate program, candidates are eligible to apply for the Associate Marriage and Family Therapist (AMFT) toward the 3,000 required Board of Behavioral Sciences (BBS) hours.

One of the unique opportunities in our program is the direct clinic experience in our Community Counseling Clinic, starting in year 1. The [Community Counseling Clinic \(CCC\)](#) is a non-profit training facility that offers free counseling services to the San Francisco Bay Area community. Our Clinic provides a variety of therapeutic and psychoeducational services often in multiple languages for diverse populations to address anxiety, depression, behavioral problems, parenting challenges, or relational difficulties. Many of our clients are underserved, low-income, unemployed, uninsured, without medical, undocumented citizens often afraid of deportation, and struggling individuals, children, and families requiring essential mental health and relational counseling for school and life success.

We are best positioned to meet the mental health needs of our community because we are a no-cost service and our counselors are trainees who volunteer their time. Many clients cannot afford health care or lack the resources to seek services. The Clinic often receives referrals from schools and other community organizations to support underserved individuals and families. In addition, we conduct outreach events to connect with communities that would benefit from our services. Our goal is to promote mental health and emotional well-being to disadvantaged, low-income, underserved and underrepresented communities.

Our candidates are supervised by licensed clinical supervisors, directly hired by the Department to ensure ethical and professional skill development. All clinical trainees are required to be members of CAMFT.

CCC Participation Requirements:

Year 1: required client sessions beginning spring semester (minimum of 2 clients); fall semester includes trainings, phone screenings, and counseling preparation

Year 2: optional fall and spring semesters

Year 3: optional fall and spring semesters

For more information about BBS requirements, go to the [BBS website](#).

MARRIAGE FAMILY THERAPY LICENSURE: TRAINEE RESPONSIBILITIES

Download and sign this form: [HERE](#)

1. The MFT student must complete at least 18 semester units in order to qualify as an MFT trainee prior to commencing the MFT fieldwork experience.
2. The MFT trainee must secure a signed “Supervision Agreement” prior to commencing MFT fieldwork experience. See Coordinator for Agreement Form.
3. When off-site supervision is being provided, the trainee must secure a “Letter of Agreement” signed jointly by the supervisor, the MFT trainee, and an authorized representative of the employer/organization where hours are being accumulated.
4. The MFT trainee must ensure that all paid hours of MFT experience are gained as an employee (IRS Form W-2) and not as an independent contractor (IRS Form 1099).
5. The MFT trainee must retain a W-2 statement (or copy) for each employment setting, and for each year, in which the trainee is receiving pay and accumulating hours of supervised experience.
6. The MFT trainee must secure a signed voluntary employment statement for each employment setting in which the trainee is not receiving pay but is accumulating hours of supervised experience.
7. The MFT trainee must secure a signed statement describing the type of setting (school, college, university, non-profit, or charitable) in which the trainee is accumulating hours of supervised experience.
8. The MFT trainee must accumulate a minimum of **one hundred and fifty (150) face-to-face client contact hours** prior to graduation from the program.
9. The MFT trainee must ensure that all hours accumulated toward licensure are gained in a fieldwork setting that has been approved by the faculty advisor (by means of a formal written agreement or contract) as an appropriate fieldwork setting for the trainee.

10. The MFT trainee must ensure that separate “units” of supervision (i.e., one hour of individual or two hours of group supervision) are provided for each work setting in which the trainee is gaining hours. For each unit of supervision, no more than five (5) hours of experience may be accumulated weekly.
11. The MFT trainee must maintain weekly logs (“Weekly Summary of Hours of Experience”) for all hours of experience gained toward licensure. (Note that these logs are *separate from*, and *in addition to*, the logs that students must maintain as part of the School Psychology Fieldwork Logs.)
12. The MFT trainee must cooperate in the periodic evaluation of his/her performance in the fieldwork experience, and must provide copies of these evaluations to the faculty advisor.
13. The MFT trainee must complete all MFT coursework, including Child Abuse Seminar, Human Sexuality Seminar, Spousal Partner Abuse, and Substance Abuse Seminar, prior to graduation from the program, and must file a Major Check form in accordance with University timelines.
14. The MFT trainee must accept independent responsibility for maintaining a complete file of all logs, statements, agreements, and documentation required for licensure. The University is unable to provide this service.
15. The MFT trainee must notify the faculty advisor in a timely manner of any professional or personal difficulties which might affect the trainee’s ability to comply with trainee duties or responsibilities.
16. The MFT trainee must abide by all current laws and ethics related to psychotherapy.
17. [Supervisor Requirements](#)
18. MFT Agreement Form required for all Placement Sites in which hours are accrued.
19. [CSUEB BBS Training Requirements](#)

As an MFT trainee at California State University, East Bay, I understand that I am responsible for meeting all requirements listed above, and I agree to comply fully.

MFT Trainee *Print Name/ Signature*

Date

University Supervisor *Print Name/ Signature*

Date

BOARD OF BEHAVIORAL SCIENCES (BBS) GUIDELINES & POLICIES FOR MFT

MFT Trainee Critical Reminders: MFT trainees are able to accrue hours toward licensure under a four-way agreement among the student, agency, University, and University supervisor. Trainees can earn MFT hours from University supervisors during Years 1 and 2. In year 3, Interns cannot obtain signed hours from University supervisor, however, field supervisors who are eligible to supervise can sign for clinical hours. A MFT agreement is required for placement sites.

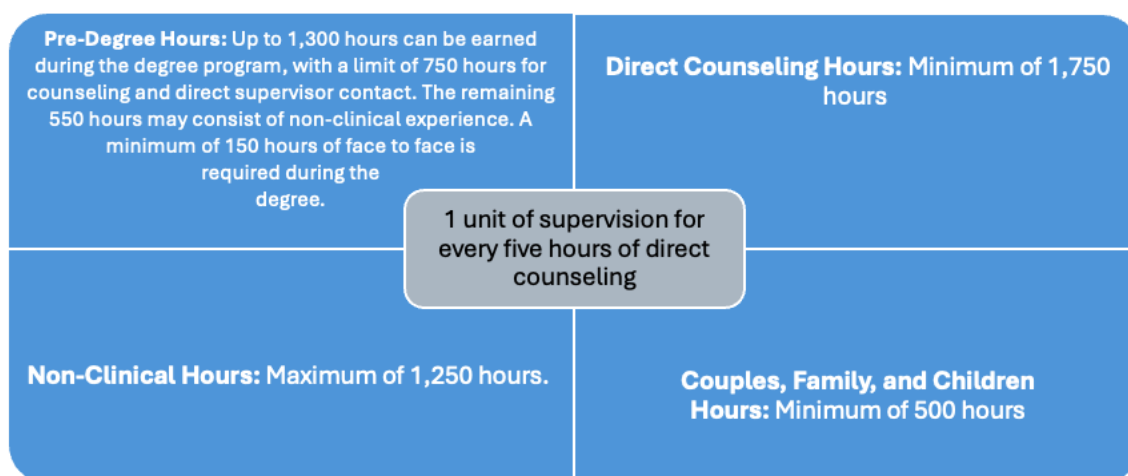
[BBS Frequently Asked Questions for MFT Trainees/Associates](#)

MFT Supervisor Requirements per BBS https://www.bbs.ca.gov/pdf/forms/mft/mft_supervisor_information.pdf (updated 6/23)	
	1. Supervisor License Requirements a. Active CA license in good standing - LMFT, LCSW, LPCC, LEP, LP, Physician certified in psychiatry - LEPs may only supervise up to 1,200 hours which must consist of educationally related mental health services that are consistent with score of LEP b. Active license in CA or any other state for at least 2 years out of the last 5 years.
	2. Supervisor Practice Requirements a. Have practiced psychotherapy during at least 2 years out of the last 5 years prior to commencement of supervision OR provided direct supervision to MFT Trainees who perform psychotherapy 2 out of the last 5 years prior to commence of supervision.
	3. Supervisor Training Requirements a. Supervisors of MFT trainees must complete a minimum of 15 hours of supervision training that meets the course provider and course content requirements specified in regulation within 60 days of the commencement of supervision. Six hours of continuing professional development in supervision is required each renewal cycle thereafter. *Licensed Psychologists are exempt from these training and CPD requirement, but strongly encouraged to complete supervisor training and CPD.
Trainee Hours	
	1. Trainees can begin counting hours after completion of minimum of 12 semester or 18 quarter units of coursework in a qualifying program.
	2. Trainees must have a minimum of 150 hours by graduation to apply for the AMFT.

	3. While a student, a trainee can earn a maximum of 1,300 hours of experience overall prior to the degree being awarded. Up to 750 hours of counseling (including diagnosing, treatment of couples, families, children, individual or group psychotherapy) and supervision are permitted within the 1,300 hour maximum. The remaining 550 hours may only consist of non-clinical experience.
	4. Maximum of 40 hours of experience earned in any week
	5. CA requires a total of 3,000 hours of supervised professional experience to qualify for LMFT (pre and post degree) a. Direct Counseling experience (minimum 1,250 hours, a minimum of 500 must be gained diagnosing and treating couples, families, children) b. Non-clinical experiences (maximum 1,250 hours, consist of direct supervisor contact, administering tests, writing clinical reports, progress notes, advocacy, workshops, seminars, training, conferences all related to MFT counseling)
Trainee Supervision	
	1. Maximum of 6 hours of individual, triadic, or group supervision in any week
	2. 104 total face to face Supervised weeks required to qualify for LMFT (must contact both a and b): *1 unit = 1 hour of individual/triadic or 2 hours of group a. 1 hour of individual or triadic supervision or 2 hours of group supervision during any week in which experience is claimed b. 52 weeks in which the applicant received at least one hour of individual or triadic (one supervisor and two trainees)
	3. For every 5 hours of direct clinical counseling provided in a single week, trainees receive 1 unit of supervision.
	4. No more than 8 trainees in group supervision.
	5. Supervision must be face to face; telephone supervision does not count. Videoconferencing (live two-way) is acceptable if supervisor deems appropriate and can preserve confidentiality.
Required MFT Trainee & Supervisor Forms	
	1. Clinical BBS logs (paper version: LINK); consider Track my Hours app (Free Trial); there is a cost for the app thereafter (\$90 for 1 year). Keep original logs for your records. Do not submit weekly logs to BBS unless requested by the Board.
	2. Supervisor Self-Assessment (LINK)- completed by university supervisor
	3. Supervision Agreement Between Supervisor and Supervisee form (LINK)- complete at commencement of supervision. The trainee will keep the original copy for submission to the BBS upon application for licensure.
	4. Experience Verification (In-state: LINK) – completed upon termination of your experience with your supervisor, and must indicate total hours in each category under your supervisor, supervisor's license, etc. Supervisor will sign and provide trainee with original for submission to BBS for licensure.

	5. Responsibility Statement (LINK) - completed to identify/prove the supervisor's responsibility for providing clinical supervision to trainees. Trainees submit this form to BBS with their hours.
Additional Requirements	
	1. The Program must approve the site and create a written agreement with the site that details each parties responsibility. Contact Coordinator ASAP for developing an agreement/MOU with your district specific to the MFT hours. Required for Years 1-3.

BBS MFT Requirements: 3,000 Hours



From Master's Degree to Licensure



CRISIS SITUATIONS AND RESPONSIBILITIES

Download and sign this form online [HERE](#)

Consultation Required & Referral to **Red Binder**

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. **CANRA law**
2. A client or client's family member communicates a serious threat of physical violence against a reasonably identifiable victim or victims. **Tarasoff**
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 refer to the Red Binder and consult as soon as safe*, 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 refer to the Red Binder and 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

University Supervisor *Print Name/ Signature*

Date

Child Abuse and Neglect Reporting Law

Download and sign this form: [HERE](#)

(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.

Trainee's Name

Date

University Supervisor

Date

Suicide Assessment

Refer to: [Red Binder](#)

*The RED BINDER is required to be carried at all times on campus and at field sites.

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: playfulness 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.)

Tarasoff: Assessing Violence Risk

A Fact-Based Model of Inquiry

Refer to Red Binder

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>

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)**Complete form online [HERE](#)**

Mandatory Reporting/Crisis Documentation (submit online CIRF form immediately or no more than 12 hours has passed the crisis situation). Trainees are required to complete a CIRF & CFF form when a crisis situation occurs (when trainee has direct contact with a client/student(s) in a crisis situation). Trainees are also required to consult the field supervisor and/or University supervisor for consultation and support as needed. The information on the CIRF & CFF form are essential for communication and documentation purposes, as well as supporting the trainee during such crisis.

Date Recorded _____ Level of Concern: __ Highest (crisis), __ Moderate, __ Low

Professional-in-Training _____ University Supervisor _____

Phone _____ Email _____

Pupil Initials _____ 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 type & level of risk (e.g., abuse, neglect, harm to self/ harm to others)?
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) _____ CPS Caseworker Name _____

*Other Agencies/parties contacted (e.g., police, parents, others) _____

Date/Time of Communication with District Supervisor _____ Date/Time of Communication with University Supervisor _____

KEY PROGRAM DEADLINES

Prior to Starting Year One of the Program

- A. University application and materials are submitted and approved by the University graduate admissions department. Student needs to provide the Educational Psychology Department documentation of acceptance to the University.
- B. Provide proof of completion of the undergraduate degree (final transcript with degree posted) before enrolling in any classes. Please remember that the University requires official transcripts from all schools attended even if transfer work appears on another school's transcripts.
- C. Complete Program Prerequisites.
 - Complete all course prerequisites, with grades of B or higher, prior to starting any coursework in the program. If taking course(s) over the summer, the student needs to provide documentation of enrollment and upon completion, official transcript.
 - Learning (3 units)
 - Statistics (3 units)
 - Abnormal Psychology (3 units)
 - Human, child, or Adolescent Development (3 units)
 - Psychological Tests (3 units); **OR** Research Design
- D. Satisfy the Basic Skills Requirement (BSR). This can be met with a Bachelor's degree from a regionally accredited college or university.
- E. Apply for the Certificate of Clearance (fingerprint clearance).
 - You must apply for the Certificate of Clearance prior to enrolling in the Fall Semester of the first year of the program. If you already hold a valid, non-expired credential document or permit issued by the California Commission on Teacher Credentialing, a copy of that document suffices for proof of fingerprint clearance.
 - Instructions for applying for a Certificate of Clearance are available through the Credential Student Service Center website at:
<http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html>
- F. Submit proof of Negative Tuberculosis.
 - Each applicant who is admitted into a CSUEB credential program must submit documentation of a Negative Tuberculosis Test. The test results are only valid for three years. Therefore, a program duration of three years requires you to

have a very recent TB test result in order to cover you while in the program. An official, signed TB test report from a physician can be submitted as verification of one's TB clearance.

- Documentation is due prior to enrolling in the Fall Semester of the first year of the program.

Any questions regarding the credentialing requirements should be addressed to the Credential Student Service Center at (510) 885-2272 or in-person at Art & Education Building, Room 235.

During Year One

- Sign and submit all required Program forms beginning fall semester (e.g., Condition of Candidacy, Practicum Information Sheet, Crisis Consultation, Child Abuse Reporting Requirement, Student/Supervisor Fieldwork Guidelines).
- Submit a Field Work Evaluation each semester, by **week 14** and log verification (weeks 4, 8, 14) completed by your on-site supervisor. Final electronic logs due week 14.
- Complete all Field Work units satisfactorily.
- Complete all required courses with grades of B or higher.
- Consult with CSUEB supervisor and on-site supervisor as required or appropriate.
- Maintain a log of face-to-face counseling hours for MFT, to be signed by your University Supervisor fall and spring semesters.
- Begin considering 2nd-year placement during the mid-year break.
- Begin a Major Check Form and prepare for Annual Student Review in order to Advance to Candidacy.
 - Complete Survey forms for disposition self-evaluation. Upload forms to your Annual review Google folder.
 - Complete Practicum Information sheet and bring to Annual review (be sure to keep form updated during placement year).
 - Complete First-Year Audit Form and bring to Annual Review.

During Year Two

- Submit Student/Supervisor Advanced Fieldwork Guidelines (beginning fall semester) and Field Work Evaluation. Verification Logs are due (weeks 4, 8, 14),

completed and verified by your on-site supervisor. Final logs are due each semester by week **14**.

- B. Complete all Advanced Field Work units satisfactorily.
- C. Complete all required courses satisfactorily. Any grade lower than a B must be remediated to a level of acceptable competence and instructor approval.
- D. Must complete the **Internship Credential Application** by the end of spring Semester. Refer to Program Google folder for instructions on the application process. Contact the Credentials office for further questions at credentials@csueastbay.edu.

*To be eligible, you must have completed all prerequisites with grades of “B” or higher; meet one of the Basic Skills Requirements, completed all Field Work and Advanced Field Work units satisfactorily, and completed all required courses with grades of B or higher. Additionally, request **official** transcripts and secure a notice of Employment.*

Internship hours toward the PPS Credential do not count until the Application has been filed.

- E. Take the PRAxis II examination, required for credential and NCSP. Many students take the exam the end of 2nd year; pass the exam before starting internship year.
- F. Must complete 150 hours of face-to-face counseling by the end of the spring semester to meet MFT requirements.
- G. Obtain an Internship Placement for the third year- consider districts in early spring semester.
- H. Secure a signed Internship Agreement between CSUEB and the Employer/ School District in which you will complete your Internship.
- I. Must be Advanced to Candidacy by end of year 2.
- J. Prepare for Annual Student Review in spring. Upload forms to your Annual review Google folder.
 - Complete all Online surveys/forms.
 - Complete Preliminary Practicum Information Sheet.
 - Complete Second-Year Audit Form.

During Year Three

- A. Submit an Intern/Supervisor Guidelines (beginning fall semester) and Internship Evaluation. Verification Logs are due (weeks 4, 8, 14), completed and verified by your on-site supervisor. Final logs are due each semester by week **14**.
- B. Maintain Internship Log and monthly Activity Summary to be signed by on-site-supervisor and to be submitted each semester by **week 14**.
- C. Complete all Internship units satisfactorily.
- D. Apply for June graduation at the end of the fall semester.

Applications must be completed during the semester before expected graduation. Check exact application dates and deadlines with the Credentials office. Complete Major Check form with your advisor and submit to the Credentials Office. Refer to Program Google Folder for Checklists and directions for filing for Graduation.

- E. Submit a final electronic version of Internship Portfolio by spring **week 14**.
- F. Apply for your Pupil Personnel Services Credential in School Psychology.

Obtain the instructions and application for your PPS credential through the CSSC website: <http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html> or in-person at AE 235. Read the materials provided and remit your forms and credential processing fee to the Department, not CSSC. The department will then forward your application to CSSC for official processing of your credential.

- G. Complete all Online Surveys/ forms and bring Disposition Goal hard copy to Exit Interview.
- H. Prepare for the Exit Interview! Complete the Third-Year Audit Form and bring to Exit Interview.

EXIT INTERVIEW

The Exit Interview is the culminating dialogue with faculty members or University supervisor regarding the development of your professional identity and practice as a professional school psychologist. The Exit Interview involves a collaborative review of specific self-assessments and your Professional Portfolio that will include key assignments and evidence illustrating your practice and competence as a beginning school psychologist. The following will be discussed during the exit interview:

- Self-Assessments (online surveys)
 - Professional Dispositions & Clinical Aptitudes
 - NASP Standards

- Core Knowledge Base and Foundations
- Professional Skills and Training
- Intern Summary Data (online surveys): Total Intern and Total Supervision hours; PRAXIS II Scores; Intern Supervision information
- Program Exit Survey (Online)
- Professional Portfolio Review
 - Evaluation of competency will be based on NASP 2010 standards. Samples and rationales provide support for NASP competency skills.
- Field Placement Survey (Online)

ONLINE SOCIAL MEDIA FORUM & STAYING CONNECTED

The School Psychology program utilizes online social media forum (e.g., Facebook, Instagram) as a way to keep in touch with alumni, post jobs, announce Program events and student accomplishments, and provide opportunities for student networking. The program will make announcements and post pictures related to professional development and program events on such forums. Unless indicated in writing by the student, your consent is provided to the Program to post and share your professional participation and development at CSUEB Department of Educational Psychology. Follow us and stay connected even beyond your time at CSUEB!

<https://www.instagram.com/csuebschoolpsychology/>

<https://twitter.com/CsuebP>

<https://www.linkedin.com/in/csueb-school-psych-association-2689251b0/>

<https://www.facebook.com/csuebspa.epsy>

<https://www.facebook.com/CSUEBEducationalPsychology/>

CANVAS: LEARNING MANAGEMENT SYSTEM

CSUEB utilizes Canvas, a learning course management system that supports online learning and teaching. Course and lecture materials, assignments, grades, course discussion, etc. are available in Canvas for enrolled courses.

For online support and student services, click [HERE](#).

***Note: Students are required to check University horizon emails weekly for program/faculty communication and announcements. It is expected that the communication between faculty/instructors and students is timely. Email response time is 24 to 48 hours.**



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

Department of Educational Psychology

Download and sign form: **SCHOOL PSYCHOLOGY CANDIDATE HANDBOOK AGREEMENT**

I have fully read and understand the guidelines and expectations set forth by the California State University, East Bay School Psychology program as indicated in the Candidate Handbook. I agree to the policies and procedures outlined in the Handbook. I agree to regularly review the Candidate Handbook for successful completion of my training. I understand that I will be assessed on my understanding of Program policies, practices, and values contained in this Handbook throughout my training. These Handbook guidelines are to ensure my success and professional development in the program. If not adhered to, I understand that I may be on probation or dismissed from the program.

Print Candidate Name

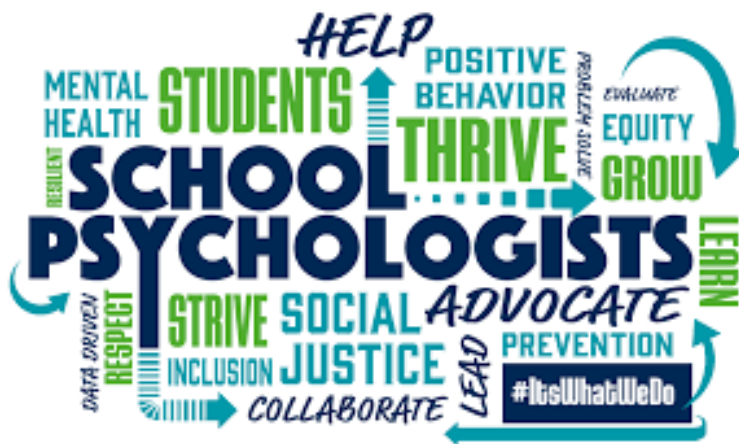
Signature

Date

Handbook Notes:

Please contact the Program Coordinator if you have any questions or concerns about the information in this Handbook.

Alison Rose, Ed. S., M.Ed., M.S.
Adjunct Faculty and Interim Coordinator
Department of Educational Psychology
California State University, East Bay
alison.rose@csueastbay.edu



APPENDIX STUDENT RESOURCES

Accommodations for Students with Disabilities

For disability and other learning-related needs and accommodations, including if you would need assistance in the event of an emergency evacuation, please communicate with your instructor as soon as possible. Students with disabilities are also encouraged to contact the Accessibility Services office at [Accessibility Services](#) to meet with a counselor who can advise you on your options, including your rights under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Emergency Information

California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at [Risk Management](#)

Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.

Academic/Non-Academic Student Supports

Please review this [document](#) for a list and information about academic/non-academic supports and services on campus.

Additional Resources

[Commitment to inclusive and accessible teaching and learning](#)

[Statement on pregnancy, childbirth, and breastfeeding](#)

[East Bay Cares information](#)

[Immigration Legal Services information](#)

Campus Resources

To access student services offered at Cal State East Bay, visit [MyCompass](#), your one-stop-shop for information on advising, tutoring, financial aid, and more.

[Bay Advisor](#) is the online advising portal that undergraduate students use to find their advisor and make advising appointments. Graduate students should contact their major department directly for advising.

SCAA stands for Student Center for Academic Achievement. Visit the [SCAA](#) website for more information on tutoring and other academic support services.

The Office of [Financial Aid](#) provides information and support for students who are seeking financial aid and/or who have received financial aid awards.

[Student health and counseling](#) provides individual and small-group appointments as well as other wellness related services.

[University libraries](#) provides 24/7 support for all your academic research needs.

[Pioneers for h.o.p.e.](#) assists students who are experiencing food insecurity, homelessness, or other crisis situations.

DISC stands for diversity and inclusion student center. visit the [DISC](#) website for more information on their mission, services, and events.

This link to [student equity and success programs](#) connects you with campus programs that focus on equity and success. these programs provide services and activities that support low-income, first-generation, historically underrepresented and underserved students.

This link to [student life and leadership](#) connects you to student government, student organizations, and additional campus resources to support you in your journey at cal state east bay.