California State University, Northridge

Educational Psychology and Counseling
School Psychology Program

EPC 659FC: Practicum in School Psychology: Resiliency, Prevention, and Crisis Intervention (3)

Spring 2022

ONLINE

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Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, and candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.
We value academic excellence in the acquisition of professional knowledge and skills. We commit ourselves to, and expect our candidates to:

- Acquire in-depth knowledge in subject matter;
- Acquire professional and pedagogical knowledge;
- Acquire pedagogical content knowledge;
- Use professional standards to develop and evaluate programs and guide practice;
- Use varied resources, including technology, to promote learning;
- Communicate effectively, both orally and in writing, in professional and community settings; and
- Engage in scholarship and research.

Catalog Description:

Prerequisite: Students must be enrolled in the School Psychology Program. These 2 courses (EPC 659EC and EPC 659FC) are designed to help the candidate learn the roles and functions of the school psychologist through supervision, discussions, presentations, and actual fieldwork experiences. Focus in the Fall will include resiliency and using a strength based focus to plan data based interventions. In the Spring, the focus will be on prevention and crisis intervention, as well as emphasizing positive candidate outcomes using databased interventions. The emphasis is on learning the function of a school psychologist using resiliency and prevention as a foundation to the provision of services, which will include: psycho-educational assessments, counseling, consultation, academic, social, and behavioral interventions, and crisis prevention and intervention. Emphasis is also placed on leadership skills and being culturally sensitive and responsive, emphasizing social justice and advocacy.

Students work closely with the field and campus supervisors. Normally students enroll in EPC 659EC and 659FC for 2, 3-unit semesters. A 3rd semester may be required when needing additional experience to gain competence. (Credit/No Credit Only)

Course Goals:
Consistent with NASP and CCTC standards, candidates will have an opportunity to *practice and be assessed using the Performance Based Outcomes (see appendix A) and instructor, supervisor evaluations, and instructor based on the:*

1. Data Based Decision Making and Accountability;
2. Consultation and Collaboration;
3. Academic Interventions and Instructional Supports;
4. Mental Health and Behavioral Health Services and Interventions to Develop Social and Life Skills;
5. School Wide Practices to Promote Learning;
6. Services to Promote Safe and Supportive Schools that involve Preventive and Responsive Services;
7. Family, School & Community Collaboration;
8. Equitable Practices for Diverse Student Populations;
9. Research and Evidenced Based Practices;
10. Legal, Ethical and Professional Practice; and
11. Supervision and Mentoring.

Specific Course Objectives:
The following are objectives of this course and are aligned with standards from the National Association of School Psychologists (NASP) and California Commission on Teacher Credentialing (CCTC). **School psychology candidates are expected to provide School Psychological Services using a comprehensive service delivery model,** thus addressing solutions to problems from an ecological/systems perspective in collaboration with parents, teachers, school professionals, and other community members via school-based teams and consultation.

In this course students will use practices that permeate all aspects of service delivery and have the opportunity to practice and be assessed through the Performance Based Outcomes, as well as site supervisor evaluations. Candidates will gain knowledge and/or experience in:

1. **Using Problem Solving and Data-Based Decision-Making and Accountability** and using assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of support to promote successful candidate learning and adjustment. Use a problem-solving framework as the basis for all activities and systematically collect data from multiple sources as a foundation for decision making and consider ecological factors in the classroom, school, family, and community as a context for assessment and intervention. (NASP Domain 1; CCTC SPPE 1)

2. **Practice Consultation and collaboration** with parents, teachers, school personnel, multi-disciplinary teams, community professionals, agencies, and families in problem solving decision-making and problem-solving. (NASP Domain 2; CCTC SPPE 2)

3. In collaboration with others and based on assessment data, develop **Academic Interventions and Instructional Supports,** that focus on using assessment data to monitor and evaluate academic interventions for youth with the goal of providing prevention and intervention services in regular and special education settings to make sure there is equitable access to educational opportunities and positive outcomes. (NASP Domain 3; CCTC SPPE 3).

4. Develop **Mental and Behavioral Health Services and Interventions to Develop Social and Life Skills:** Students will consider knowledge of biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning, and design, implement, and evaluate services that promote resilience and positive behavior, socialization, and adaptive skills to enhance mental and behavioral health. (NASP Domain 4; CCTC SPPE 4).

5. **School-Wide Practices to Promote Learning:** Students use systems ecological theory to understand organizations and work collaboratively with school personnel, parents/guardians, and community members and agencies to develop and implement practices, programming, and strategies in regular and special education environments to create and maintain safe, effective and supportive learning environments for students and school staff. (NASP Domain 5; CCTC SPPE 5; CCTC SPPE).

6. **Services to Promote Safe and Supportive Schools that involve Prevention and Intervention:** Students will begin practice direct and indirect services that focus on knowledge and use of principals and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence based strategies for creating safe and supportive schools. Students will learn about and begin to promote preventive and responsive services that enhance learning, mental and

behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery. Will use school wide practices to promote school climate, learning, social advocacy and social justice, resilience and reduction of risk factors, and promote school retention and decrease school dropout. (NASP Domain 6; CCTC SPPE 6).

7. **Family, School, and Community Collaboration**: students practice principles and use research related to family systems, strengths, needs, and cultures; evidence-based strategies to support family influences on children's learning, socialization, behavior, and mental health; and strategies to develop collaboration between families and schools with the goal of promoting academic success, social adjustment, and life success. In collaboration with others, demonstrate skills to design, implement, and evaluate services to respond to diversity (cultural, language, ethnicity, gender, SES, etc.) and facilitate family and school partnership /interactions with community agencies for enhancement of academic, behavioral, and social adjustment for children. (NASP Domain 7; CCTC SPPE 7)

8. **Equitable Practices for Diverse Student Populations**: Students will continue to learn about and practice using information of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning; principles and research related to diversity factors for children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables; and evidence-based strategies to enhance services and address potential influences related to diversity. Students will provide professional services that promote effective functioning for individuals, families, and schools through an ecological lens and recognizing and respecting diversity, while exercising advocacy for social justice (NASP Domain 8; CCTC SPPE 8)

9. R**esearch, Program Evaluation, and Evidenced Based Practices:** Students use core foundational knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. Students evaluate and apply research as a foundation for service delivery and in collaboration use various techniques and technology resources for data collection, measurement, and analysis to support effective practices. (NASP Domain 9; CCTC SPPE 9)

10. Legal, Ethical, and Professional Practice and Disposition : Students use knowledge of history and foundational knowledge in school psychology, multiple service models and methods to develop their role as a school psychologist. Students use ethical, legal, and professional standards and other factors to establish their professional identity and use effective practice as a school psychologist. Students conduct themselves using knowledge of ethical, legal, and professional decision making when collaborating with others. Students exhibit effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, and respect for human diversity. (NASP Domain 10; CCTC SPPE 10).

Practicum and internship in school psychology: during systematic, comprehensive practical and practicum/fieldwork experiences consistent with goals and objectives, candidates will demonstrate application of knowledge and professional skills to relevant settings and under conditions of appropriate supervision, evaluation, and support. The practicum/fieldwork will begin to develop and enhance candidate skills and professional characteristics needed for effective school psychology service delivery. Integration of competencies across the standards of professional preparation and practice, and direct, measurable, positive impact on children, families, schools and other consumers will begin to be a focus of this class.

Practicum in School Psychology and Culminating Internship Experience: School psychology candidates will be expected to complete at least 450 hours of school psychology practicum experience in the schools. In addition, school psychology candidates will be expected to complete at least 1200 hours of internship experience in the schools. While some variations may be allowed, these will need to be consistent to state and national standards and approved by the school psychology program coordinator.

Determination of Candidate Competence: School psychology candidates will be assessed for competence in the various professional areas and standards delineated by NASP and CCTC standards on the Performance Based Outcomes (PBOs) documents for practica in school psychology satisfactorily assessed by both their site supervisor as well as university professor. Determination of candidate competence will also be based on grades of B or better in all coursework, relevant rubrics in professional practice, and satisfactory supervisor and professor evaluation(s). In addition, school psychology candidates are expected to exhibit ethical, professional, and exceptional interpersonal and communication skills.

Course Requirements:
The course has four components: 1) Complete a problem solving data based case study on academic, behavioral, and/or social emotional intervention including outcome data based on single case study design, pre/post GAS, effect size, and display technology skills with visually stimulating clearly labeled graph(s) (CCTC SPPE 1.4, 1.5) and effectively collaborating and consulting with teachers, parents, and others (CCTC SPPE 2), 2) A concentration on learning risk and resiliency and the nature of school violence and crises and techniques and strategies in prevention and intervention (CCTC SPPE 6.1) a fieldwork component, detailed on the Spring Fieldwork Performance Based Outcomes Form Attachment A, and 4) preparation to secure internship site.

This course is aligned with various courses in your second year in order to provide you with the foundation and experiences to meet Performance Based Outcomes (PBOs) and competence in various areas. The PBOs are aligned to state (CCTC) and national (NASP) standards. The goal of the PBOs is to help you begin to learn the role of the school psychologist with the goal of providing services that reflect best practices in legal, ethical and professional practice (CCTC SPPE 10.1). Please refer to Attachment A.

The focus this semester is learning about school climate, bullying, suicide and threat assessment, prevention and crisis intervention (CCTC SPPE 6.5; 6.6; 6.2; 6.3) in regards to implementation of effective crisis preparation, response, and recovery, as well as designing, disseminating and implementing district wide risk assessment protocols, **as well as completing your problem-solving data based decision case study (CCTC SPPE 1). You will also be asked to contribute various problem-solving case studies to practice assessment, counseling (CCTC SPPE 4.0), consultation (CCTC SPPE 2), prevention and intervention theories, concepts, and practice.**

You are expected to continue to understand the roles and functions of the school psychologist and understand schools as a system (CCTC) in order to provide comprehensive services to promote successful learning and adjustment to diverse students, and to develop your professional identity as a school psychologist through field base experiences listed on your PBOs and with the assistance of your field site supervisor (CCTC). You are expected to abide by ethical codes and legal mandates (CCTC SPPE 10.1). You are expected to learn more about educational policies and programs and program evaluation (CCTC) to better serve the needs of pupils and families to promote home school collaboration (CCTC SPPE 7), learn about school discipline policies, particularly as they affect at risk populations (CCTC SPPE 6.4), and positive outcomes for students. It is also expected that you will work with multidisciplinary teams in accessing and interpreting evidence-based practices (CCTC SPPE 9.1)

During this semester you are to complete the 450 fieldwork clock hours required for the year. To receive credit for fieldwork, you are to submit: 1) Completed logs documenting a total of at least 450 hours of fieldwork by the end of the semester signed by your supervisor, 2) completion of ALL PBO's for Fall and Spring Fieldwork with at least satisfactory ratings, 3) completed evaluation forms from fieldwork supervisors (Attachment B) reflecting at least satisfactory performance (ratings of 4 or 5) – to be completed online, 4) completed self-evaluation and supervisor evaluation – to be completed online, 5) specified rubrics – data based case study and others given to you in various classes, 6) a completed data based decision case study report including all components specified on the rubric (See Attachment in Fieldwork syllabus for EPC 659E), and 6) other assignments discussed in class. This paperwork is due the **first week in May.**

During the seminar, students will gain an understanding of the roles and functions of a School Psychologist based on a systems/ecological perspective and using a scientist-practitioner approach using the problem solving and data-based decision making model focusing on a comprehensive service delivery model, while gaining on-the-job experience through fieldwork placements. Learning to work with systems, including children, youth, parents, teachers, administrators, and other agencies will be a focus of this course. Administrative and coordinating aspects of the job will also be discussed and emphasized. This course will also introduce and reinforce the importance of Psychoeducational assessment, counseling, and data-based decision- making skills to be used to develop academic, social emotional, adaptive, and life skills, as well as the importance of data-based interventions and accountability. You will continue to work on

selecting, interpreting, and applying assessment results as they relate to instructional practices (CCTC SPPE 9.2). In addition, students will review and process ethical issues in school psychology. The candidate will work closely with the field supervisor and instructor to meet course goals and objectives based on program goals associated to NASP and CCTC standards.

PLEASE NOTE: STUDENTS WILL NOT BE ALLOWED TO BEGIN INTERNSHIP UNTIL THE REQUIREMENTS FOR BOTH 659EC AND 659FC ARE COMPLETED AND ALL COURSEWORK IS COMPLETED WITH A GRADE OF B OR BETTER.

All coursework must have also been completed with a grade of B or better. All incompletes must be cleared prior to beginning internship. Students are to provide an informal transcript by the end of the semester in their portfolio.

Students will be required to present a prospectus of their thesis or graduate project to the professor in their portfolio by the end of the semester. Students should have a Chair and committee by the end of the semester for their culminating experience. Refer to Appendix C.

This is a required course in the Pupil Personnel Services School Psychology Credential sequence and a necessary part of learning actual on site functions of the School Psychologist. **This is a CR/NC course; however, at least satisfactory performance, with at least a score of 4 on evaluations, is required to pass the class.**

Students are required to carry candidate liability insurance when performing fieldwork or internship hours. This is a departmental policy. Copies of liability insurance must be provided to the professor.

<u>**We value and expect Academic Integrity:**</u> Academic integrity, including student honesty, is taken seriously in the school psychology program as it reflects ethical decision-making, an integral part of the professional role of the school psychologist. Consequently, please know that academic dishonesty, cheating, fabrication, facilitation of academic dishonesty, and plagiarism will lead to a student being withdrawn from the school psychology program or having his/her graduation delayed. University policy requires professors to report all dishonest, unethical student behavior to university administration for documentation and review, and the school psychology faculty strictly adhere to university policy in this regard. Please refer to the CSUN catalog for further information (California State University, Northridge "Appendix C, Policies on Nondiscrimination and student conduct" in University Catalog http://www.collegesource.org/displayinfo/catalink.asp).

<u>**We value and expect Professionalism**</u>: When working in the field as interns and fieldworkers, professionalism is expected of students in their dress/appearance, attitude, demeanor, ethics, etiquette, reliability, responsibility, and all communications, whether

verbal, written or via social media. We expect the same professionalism while attending classes or functions at the university.

Readings:
Thomas, A., & Grimes, J. (2003). <u>Best Practices in School Psychology-IV.</u> Washington, DC: The National Association of School Psychologists.

Allen-Heath, & Sheen, D. (2005). School-Based Crisis Intervention: Preparing all Personnel to assist. Guilford Publications.

Miller. D. N. (2011). Child and Adolescent Suicidal Behavior: School Based Prevention, Assessment, and Intervention. Guilford Press.

Assigned Readings

Fieldwork General Guidelines:
All students must be in a fieldwork placement for one to two days per week (8 -16 hours) at an approved school with an approved supervisor. Field site supervisors must have a minimum of three years experience and be available to supervise at least 2 hours per week. All work in the field should be done under the supervision of the fieldsite supervisor.

Hours this semester can be supplemented with online activities if your school(s) are closed or if the COVID 19 Pandemic is impacting your participation. Please consult with your professor.

Any problems arising during the semester in the field should be brought to the attention of both the fieldwork supervisor and university instructor IMMEDIATELY.

<u>You are not allowed to leave a placement, unless you have consulted with your instructor, have tried to solve the problem, and have been given permission to leave your placement.</u>

Students should exercise professionalism in their presentation and dress at their fieldsite and at the university. Students are to dress professionally while conducting their practicum or internship at the districts. This means dressing in a professional manner and using appropriate language.

Students must arrive on time and let the school secretary know their whereabouts at all times. If you have an emergency and cannot be present at the assigned date, please notify your field supervisor or the school secretary. Please be aware that you are expected to be at your field site during the CSUN's semester break and continue until the end of the districts school year. Students must adhere to all district policies and work according to the ethical principles of the National Association of School Psychologists.

Please read candidate and fieldwork supervisor expectations in supervisor handbook. Please let your professor know if you are unclear or whether you have any questions about program expectations.

PLEASE BE COURTEOUS AND ATTENTIVE WHEN YOUR PEERS AND PROFESSORS ARE PRESENTING OR SPEAKING

Specific Course Requirements:

1. **Class Attendance** is required. Missing more than 2 classes will result in the candidate receiving an incomplete or N/C for EPC 659FC.

    Professional behavior is expected of all students at the university and at the fieldsite placements. Respect for others and for the professor is expected at all times. This involves limiting unnecessary conversations or disruptions, especially when others are speaking.

2. **In-Class Discussion/Presentations:**. All students are required to participate in class discussions. This involves keeping up with the readings, as this is part of the learning process**.**

3. **Restorative Justice Training and readings to address disciplinary policies.**

4. **Problem Solving/Case Conceptualization Case:** *Groups of two students* will be required to prepare a case to share the conceptualization of the case. 15 minute Discussion. Students are required to share background information, to include health and development factors, language, cultural variables, diversity, SES, and factors of resiliency (CCTC Domain 4) and how these factors influence learning and development. Describe informal and formal test results, and any other pertinent data. This case should be an assessment case and should include test data (Domain 1). Describe learning based cognition, memory, attention, perceptual sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences (Domain 1 & 8). The background information, data, and any other relevant information will be written in 1-2 pages and distributed to the class at least one week before the discussion.

   The group responsible will facilitate discussing the following to the class: background information, to include health and development factors, language, cultural variables, diversity, SES, and factors of resiliency (Domain 8) and how these factors influence learning and development (Domain 3 & 4), assessment conceptualization (hypothesis) using developmental and learning theories, goals, and prevention and intervention recommendations for successful learning, effective teaching, and successful school adjustment. Goals and interventions should be directly related to the hypothesis and should be scientifically based. The class will be expected to participate in the case conceptualization of the case by being prepared, explaining test results, contributing

conceptualization of the case, and contributing alternative hypotheses, and scientifically based prevention and interventions to promote successful learning and adjustment.

Please email background information, test results, and any pertinent data 1 week before. This should be a maximum of 2-3 pages. Please make sure all identifying information is deleted and confidentiality is maintained. All students are required to have read the case, problem solve, and discuss the case.

4. **Data Based Decision Paper and Presentation**(NASP Domain 1)**: Each candidate will be required to <u>write</u> and <u>present</u> a case study presentation. This may be focused on an academic, behavioral, or social emotional intervention. Refer to Appendix in EPC 659E syllabus.** Each candidate will be given <u>15 minutes</u> to present the case study. Your report **(written and oral)** should cover information listed on the rubric attached, Goal Attainment Scaling, pre/post test data, graph showing monitoring data, and Effect Size. Data should reflect case conceptualization, related goals, and appropriate interventions reflecting outcomes. Visually stimulating graph should be clearly labeled. Pre/post GAS and Effect sizes should be included and clearly labeled on a separate sheet.

   Data and data collection need to be clearly described and graph clearly labeled. Please refer to rubric.

   Presentations must be given on the day assigned. If there is a problem, please consult with the instructor. It is your responsibility to switch with another candidate if you experience a conflict with the day you have chosen.

   Please submit your report in your portfolio.

5. **Presentation and Discussion on School Violence and Crisis Intervention:** Candidates will be required to present on a topic regarding school violence or crisis intervention. This presentation should be approximately <u>20 minutes</u>. An outline of the presentation, handouts, and resources should be given to classmates to create a reference file. **Please refrain from reading your presentation. Send PowerPoint to instructor prior to the presentation.**

6. **Fieldwork** (CCTC)**: All** students must be in a fieldwork placement for One to two days per week (8 hours) at an approved school with a specified supervisor. Students will be asked to share case studies in assessment, counseling, consultation, and intervention with fellow classmates. **If there is a problem, please notify instructor immediately.**

7. **Fieldwork Documentation and Assessment**: Students will need to hand in the following documents. (Please make copies for your records):
   a. Fieldwork information sheet, if different than Fall semester **(to be turned in at beginning of placement).**

b. Fieldwork contract, if different than Fall semester **(to be turned in at beginning of placement).**

c. **Fieldwork logs** with supervisor's signature (to be turned in twice during the semester). Cumulative hours should show on the last log.

d. **Portfolio and Fall and Spring Fieldwork Performance Based Outcomes Forms** (CCTC) with supporting documentation showing at least satisfactory performance. See portfolio outline on Appendix A.

e. **Fieldwork evaluation** (Supervisor should fill out online, but should print a copy for you to turn in at the end of the semester. It should have your supervisor's signature).

f. **Self-evaluation** (to be done online and submit copy at the end of the semester).

g. **Supervisor evaluation** (to be done online and submit copy at the end of the semester).

h. **Advisement: Individual meeting with instructor to discuss progress in the class, fieldwork, and program.**

8. Professional Workshop: Candidates are required to attend a 4 hour professional workshop or workshops, lecture, or training program in their area of study during each semester enrolled in a practicum class. This is designed to promote further professional growth and promote professional identity as a school psychologist.. Complete the Professional Workshop
Attendance form**. At least one professional workshop per year should be sponsored by a school psychology organization. (These could be free – see LAASP, VCASP, etc.)**

9. Individual or group supervision at the fieldsite and at the university (CCTC Std. 16)

Grades for 659FC:
Course grade (Pass or Fail) will be based on:
1. **Class attendance (More than 2 absences = No Credit or Incomplete, depending on other criteria)**

2. **Class participation** – Weekly participation is expected.

3. **Fieldwork Performance Based Outcomes (More than 2 PBOs missing = No Credit or Incomplete if in progress. Less than (scores of 3) below standard in**

one or more areas of: assessment, consultation, counseling, or intervention will require remediation or no credit, will result in needing remediation and possible delay in the program, depending on the issues.)

4. **Fieldwork documentation, logs, and evaluations (<u>All</u> fieldwork documentation needs to be in by <u>first week in May</u> or No Credit) - Please follow portfolio outline.**

5. **Professional Workshop Attendance form needs to be in by <u>first week in May</u> or No Credit**. *If you did not attend a workshop last semester, you must show that you have been enrolled for TWO workshops for the Spring.*

6. **In-class Data Based Intervention Presentation <u>and Report</u> with at least satisfactory performance based on rubric. Follow guidelines in Ch. 33 of Best Practices IV and appropriate rubric.**

7. **School Violence or Crisis-Intervention Presentation -Satisfactory presentation and discussion.**

8. **Case Conceptualization Case – Satisfactory presentation and discussion.**

9. **Restorative Justice Training – Weekly participation in training.**

Students seeking an Incomplete must obtain instructor permission one week prior to the end of the semester. This is based on instructor's discretion. Please note that university policy on giving incompletes will be followed. Change of grade will be based on when the instructor can review completed work.

PLEASE NOTE THAT THIS COURSE OUTLINE CAN BE MODIFIED AS THE SEMESTER PROGRESSES DUE TO UNANTICIPATED CIRCUMSTANCES.

COURSE OUTLINE

January 25
       Discuss course Requirements (Classes meet together)
       Syllabus and PBOs
       Fieldwork Supervision.

February 1
       Districts to Visit (Classes meet together)
       Data Based Case Study Update
       Fieldwork Supervision.

       IF YOU DO NOTHAVE A CASE, PLEASE EMAIL YOUR PROFESSOR.

February 8
       Districts to Visit (Classes meet together)

Data Based Case Study Update
Fieldwork Supervision.

Single Case and Data Based Case Study Review (Dr. Ramage)
Fieldwork Supervision

Individual Meetings

March 1st
Alternative Discipline Policies to promote student success and reduce problem behavior that leads to suspensions, expulsions, and drop out.

Restorative Justice – Part I
Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment to deal with bullying and misbehavior in the schools. It addresses a change in policy with the focus of reducing problem behaviors, suspensions/expulsions, and dropout.

Restorative Justice – Part II

Data Based Case Study Presentation #1
Data Based Case Study Presentation #2
Data Based Case Study Presentation #3
Data Based Case Study Presentation #4
Data Based Case Study Presentation #5
Fieldwork Supervision.

March 22nd

SPRING BREAK – HAVE A GREAT WEEK!

March 29

Work on PBOs

April 5 – In Person
Data Based Case Study Presentation #6
Data Based Case Study Presentation #7
Data Based Case Study Presentation #8
Data Based Case Study Presentation #9
Data Based Case Study Presentation #10

Fieldwork Supervision.

April 12 Online
    Presentation 1: Bullying Prevention
    Presentation 2: School Violence
    Readings:
    Related Readings in BP IV and in books
    Fieldwork Supervision

April 19
    Work on PBOs

April 26 In Person
    Presentation 3: Suicide and Suicide Prevention
    Presentation 4: Crisis Intervention
    School Based Crisis Intervention Chapters 1: Introduction to Crisis Intervention
    School Based Crisis Intervention Chapters 2: Responding to a Crisis
    School Violence Intervention Chapter 7: School Crisis Team

    Presentation 5: First Aid during a Crisis
    School Based Crisis Intervention Chapters 3: Communication: How to listen and what to say
    School Based Crisis Intervention Chapters 4: Children's literature

    Fieldwork Supervision

May 3 Online
    Fieldwork Supervision
    Culminating Activity Discussion
    APA format

May 10 DUE: ALL DATA BASED CASE STUDY REPORTS

    PORTFOLIOS DUE: All PBO's, Fieldwork hour logs, Candidate Evaluations, Supervisor Evaluations, Data based case study, and assignments due MAY 11.

PERFORMANCE BASED OUTCOMES
EPC 659FC: Practicum in School Psychology
Spring Semester

STUDENT NAME: _____

FIELD SITE SUPERVISOR: _____

INSTRUCTOR: _____

Dear Supervisor: Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology practicum candidate. Your endorsement will reflect that you feel the school psychology practicum candidate understands the particular concept as it relates to the field of school psychology. Please indicate whether the candidate has met standard and to what degree, sign and date. Please indicate if you have any recommendations or concerns of the candidate's knowledge base or performance in each area.

Please use following criteria to rate Performance Based Outcomes on this form.

0	**NOP** - No Opportunity to Perform	Candidate did not have opportunity to perform PBO
1	**NO** - Not Observed	Candidate did not perform the PBO
2	**FBS** - Far Below Standard	Candidate did not begin or finish expectation based on description of PBO
3	**BS** - Below Standard	Candidate did not fulfill ALL described expectations on PBO
4	**MS** - Met Standard	Candidate met expectations based on description of PBO
5	**ES** - Exceeded Standard	Candidate went above and beyond what was described in the PBO

(EPC 659FC) Practicum in school psychology: Performance Based Outcomes – Spring semester

PBO 1	**STANDARD II: STANDARDS THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY – DATA BASED DECISION MAKING (NASP Standard II; CCTC Standard 4, 5, 6, 7, 12, 15, 19, 22, 23, 24, 25, & 26).**
	
	Fieldsite: <u>Conduct (or continue with) a Data Based Case Study intervention with a student of diverse background</u> (see Data Based Attachment C to syllabus - Fall Semester - Decision making rubric - make sure you include pre/post GAS, use single case study design/time series data, and compute effect size.) Consider multi-systemic factors and their influence on student achievement. Use data to support data based decision making to understand, evaluate, and promote positive student performance, program outcomes, and school climate. (CCTC Stds 4, 5, 10, 12, 13, 15, 22, 23, 24)
	
	<u>Please write brief report outlining areas reflected on data based decision making rubric</u>. (See Appendix EPC 659EC Syllabus) Show your effective use of technology to display visually stimulating data and graphs.
	
	       0 1 2 3 4 5
	    NOP NO FBS BS MS ES
	
	    Recommendations:
	
	    Field Site Supervisor's Signature & Date: _____
	
	    Instructor's Signature & Date: _____
	
	<u>Conduct Individual Standardized Assessments as follows</u>: a.
	
	Administer, score, and interpret a variety of individually administered intelligence tests to at least five (5) different students of diverse backgrounds and difficulties. Describe strengths and weaknesses considering typical in a typical growth and development including health and developmental factors, language, cultural variables, SES, and factors of resiliency and how these factors influence learning and achievement. (CCTC Std. 2, & 3) Discuss test battery with supervisor. Submit test scores and results as part of your psychological report (See c).
	
	       0 1 2 3 4 5
	    NOP NO FBS BS MS ES
	
	    Recommendations:
	
	    Field Site Supervisor's Signature & Date: _____
	
	    Instructor's Signature & Date: _____

Administer, score, and interpret several visual-motor tests such as the Bender, VMI, visual, and auditory processing tests. Administer visual-motor tests to at least five (5) different students of diverse background and difficulties. Students and tests to be determined by supervisor. Submit test scores and results as part of your psychological report.

    0   1   2   3   4   5
NOP NO FBS   BS   MS   ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

Analyze assessment information in a manner that produces valid inferences using statistical analysis. Write psycho-educational reports for teachers, parents, and school committees based upon assessment data obtained from behavioral observations, interviews, and tests of achievement, intelligence, and visual-motor performance. Consider biological foundations of behavior, learning theories and factors influencing learning and teaching, such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, social and cultural differences and linguistic factors. Consider congruence between instructional strategies and pupil learning.

Write psycho-educational reports based on expectations given in the Assessment class and rubric. (CCTC Std. 4, 11, 17)

    0   1   2   3   4   5
NOP NO FBS   BS   MS   ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

At least one of these cases should be of a student who is of diverse background and who is Limited English Proficient. Make special considerations with regard to bilingual assessment procedures and report write up.

	Submit this report as one of your case studies to University Fieldwork instructor. (CCTC Std. 3, 4)
	
	       0 1 2 3 4 5
	    NOP NO FBS BS MS ES
	
	Recommendations:
	
	Field Site Supervisor's Signature & Date: _____
	
	Instructor's Signature & Date: _____
	
	Submit two (2) of these reports by the Spring Recess and the other three (3) by the end of the semester.

2	**STANDARD III: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration (NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).**
	
	Parent Conferences:
	Participate in at least 3 parent conferences and/or IEP's with your supervisor: Describe the problem-solving process used and how the educational policies, programs, and practices were developed, adapted, and modified to be culturally congruent with the needs of pupils and families (CCTC Std. 3.d). Assist in the development of appropriate program planning to promote successful learning and achievement.
	
	Write one page summary of experiences.
	
	       0 **1** **2** **3** **4** **5**
	    NOP **NO** **FBS** **BS** **MS** **ES**
	
	Recommendations:
	
	Field Site Supervisor's Signature & Date: _____
	
	Instructor's Signature & Date: _____

Collaboration and Consultation in practice:
Consult with teachers and parents on at least two (2) academic and two (2) issues involving social emotional functioning (e.g., self-esteem, personal-social responsibility, motivation, life skills, or other social emotional issue) or group management or social interaction. Describe the theory, model, and processes used in consultation. Demonstrate knowledge of classroom, school, family, and community factors that support student learning and develop skills to assist students who experience learning difficulties. Identify problem areas, collect and analyze information to understand the problem, make decisions regarding service delivery, and evaluate the implementation and outcome of service delivery. Suggest specific changes in classroom environment and home environment to promote safe and caring environments, when appropriate, to facilitate student learning and adjustment. Consider issues regarding culture and language of teacher and students. (CCTC Std. 8, 10, 18, 23). What are the implications? Discuss consultations with supervisor and write summary for instructor.

Write a 1-2 page summary.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

Consultation in practice:
Describe how to work with individuals and groups to facilitate organizational structures and policies that create and maintain positive school climates and safe school environments that promote safety, well-being, learning and promote positive educational outcomes for pupils.   (CCTC Std. 9).

Write summary in 1-2 pages.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

3	**STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES**

	ELEMENT 4.1 Interventions and Instructional Support to Develop Academic Skills **(NASP Standard IV 4.1; CCTC Standard 5, 11, 12, 18, 21, 22, 25, and 26).**
	
	    a. Based on your five (5) psycho-educational assessment cases and: a) describe programs and services within a comprehensive model of support at the school site level to promote high expectation and increase pupil learning and achievement, b) recommend appropriate classroom recommendations for prevention and intervention to promote student learning and adjustment at the earliest stages, when possible, c) describe 2 comprehensive plans for implementation, improvement, and evaluation to develop the student's academic skills . (CCTC Std. 5, 12). Consider linguistic and cultural factors.
	
	    0 1 2 3 4 5
	    NOP NO FBS BS MS ES
	
	    Recommendations:
	
	    Field Site Supervisor's Signature & Date: _____
	
	    Instructor's Signature & Date: _____

4	STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES
	ELEMENT 4. Interventions and Mental Health Services to Develop Social and Life Skills (NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26). **INDIVIDUAL COUNSELING** Under the supervision of the school psychologist, counsel at least four students representing various ethnic and cultural backgrounds and present a variety of learning and/or behavior problems. Address problems at their earliest stages and design recommendations for prevention and intervention (CCTC Std. 5). At least 32 hours of counseling should be documented. Omit identifying information. Keep Confidentiality. Using the Problem Solving Data Based Decision Model Include the Following: _____Parent Permission _____Clear description of your problem formulation (hypothesis)based on multi-systemic factors, cultural, language, ethnic, instructional, health and developmental, and other background factors. _____Clear description of Goals and Objectives written in behavioral and measurable terms directly related to hypothesis. _____Include pre/post data _____Include a Goal Attainment Scale for your goal(s) (GAS) _____Clear description of plan for intervention and strategies used.

_____Include a pre-post measure to indicate student progress based on your goals & objectives. Make sure it correlates with your G.A.S. Include Time series data, graphs, and effect size.

_____Description of sessions for each counselee. Describe your plan, approaches, process, and outcome for that session.

_____Keep a journal on counseling sessions and your insights on the process and your effectiveness and sensitivity as a counselor. (a couple of paragraphs is sufficient)

_____Evaluate techniques in context of the student's cultural and language background.

_____Treatment outcome for each student. You should indicate whether you are seeing progress or not and what you are attributing it to.

_____Refer to outcome data (time series, pre/post, G.A.S. or other sensitive forms of measuring progress). If no progress, what are the alternatives.

_____Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress.

Submit a Problem-Solving Data-Based Decision report(s) on your individual counseling.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

GROUP COUNSELING
Under the supervision of the school psychologist, conduct a counseling group for at least 6 sessions. Decide on the topic with your site supervisor (i.e., self-esteem, social skills, etc.). Demonstrate knowledge of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relationships and conflict. Interview teachers and other school staff members for possible candidates for group counseling. Consider cultural and linguistic factors. Discuss referrals with supervisor and plan group sessions. (CCTC Std. 14)

Write up a 1-2 page summary of your group counseling experience.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

Conduct at least 6 group counseling sessions with school-aged children based on your plan. Discuss your ability to facilitate the group process and mediate conflict.

Describe your topic, goals and objectives, and session plans. Describe group process and what did and did not work

Write a 2 page write up summary of interventions, progress, etc. to instructor using rubric to guide you.

     0   1   2   3   4   5
NOP   NO   FBS   BS   MS   ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

| 5 | STANDARD V: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS Element 5.1: School Wide Practices to Promote Learning (NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26). |

Indirect Services
Evaluate effective instruction based on educational psychology factors when conducting observations.

Write two summaries of observations including school wide practices to support learning, classroom environment, classroom and school climate, and effective instruction factors that you may or may not have observed in the classroom and at the school that support or negatively impact learning and adjustment (CCTC Std. 5.d). Make recommendations.

     0   1   2   3   4   5
NOP   NO   FBS   BS   MS   ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

Organization and Operation of Schools and comprehensive Models of Service Delivery:
Provide a graphic representation using technology of the organization and operation of programs in the district and school you are placed.

Add to your graphic representation a on page description of the program and services used as part of a comprehensive model of support at your school site designed to promote high expectations and increase student learning. Answer these questions: What type of programs are in place to support learning and adjustment at your school? Who is allowed to participate in these programs? How is outcome data gathered, stored, evaluated, and shared? What technology is used for these programs and to store and share data? (CCTC Std. 13, 15, 18).

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

Program Options
Based on your psychoeducational assessments conducted for Standard 2, consider various program options for successful learning and adjustment. These programs can vary from regular education to special education placement and various supports available in the school and district. Discuss options with your supervisor and write a summary.

Write a one page summary of program options for each of five cases.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

6	**Element 5.2: Preventive and Responsive Services (NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).**
	Preventive and Responsive Services: In-service workshop
	Prepare for and conduct an in-service workshop for teachers or parents on a subject of your choice focusing on prevention or interventions in the schools. This is to be done based on need for professional development.
	a. Conduct a needs assessment based on consultation with field site supervisor.
	b. Based on need, prepare a presentation based on a literature review and best practices approach. Use technology to prepare a visually stimulating presentation. (CCTC Std. 15)
	c. Conduct an in-service education program of at least ½ hour duration and receive supervisor's evaluation.
	d. Give teachers a feedback sheet (***attached to your syllabus***) where they are to rate your performance.
	Submit all of the above and supervisor's evaluation of in-service.
	0 1 2 3 4 5 NOP NO FBS BS MS ES
	Recommendations:
	Field Site Supervisor's Signature & Date: _____
	Instructor's Signature & Date: _____
	Crisis Intervention
	Interview the Crisis Intervention coordinator at your school. Get information regarding procedures and models to provide systematic school safety planning. Include information regarding a comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. Include how you would address the needs of witnesses, victims, and possible perpetrators of violence to promote enhanced teaching and learning.
	Write a 1 page summary. (CCTC Std. 9)

	Design your own crisis intervention procedure and put together a resource packet for yourself, in case you are to become involved in crisis intervention.
	
	    0 1 2 3 4 5
	NOP NO FBS BS MS ES
	
	Recommendations:
	
	Field Site Supervisor's Signature & Date: _____
	
	Instructor's Signature & Date: _____
	
	Involvement in a crisis intervention.
	If you do become involved in crisis intervention, **write a 1-2 page summary of your experiences.** (CCTC Std. 21)
	
	    0 1 2 3 4 5
	NOP NO FBS BS MS ES
	
	Recommendations:
	
	Field Site Supervisor's Signature & Date: _____
	
	Instructor's Signature & Date: _____

7	**STANDARD VI – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: FAMILY-SCHOOL COLLABORATION SERVICES (NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).** **Systems Level Services: Family** Serve as a liaison between community, school and various referral resources. In connection with one of your cases, assist parents in making contact with helping professional and communicate with the helper about the child's special needs. Promote family school collaboration and collaboration with other agencies to promote successful student development, well-being, learning and adjustment (CCTC Std. 7). **Write 1 page summary of your experiences and insights.** 0 1 2 3 4 5 NOP NO FBS BS MS ES Recommendations: Field Site Supervisor's Signature & Date: _____ Instructor's Signature & Date: _____

	Consultation with Parents Consult with 5 different parents when conducting the 5 required psychoeducational assessments. Promote school home collaboration to assist with interventions. Discuss assessment results and recommendations for interventions. 0 1 2 3 4 5 NOP NO FBS BS MS ES Recommendations: Field Site Supervisor's Signature & Date: _____ Instructor's Signature & Date: _____
8	**STANDARD VII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: Diversity in Development and Learning** **2.8: DIVERSITY IN DEVELOPMENT AND LEARNING (NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).** **Diversity in Development and Learning** Understand bilingual and multicultural education. Observe three (3) separate school settings which provide different instructional programs for bilingual and/or bicultural children. Discuss observations and implications in terms of effective instruction and development of cognitive, language, and academic skills. **Write a 2 page summary.** 0 1 2 3 4 5 NOP NO FBS BS MS ES Recommendations: Field Site Supervisor's Signature & Date: _____ Instructor's Signature & Date: _____ **Diversity in learning** Based on your 5 psychoeducational assessments conducted for standard II, describe student's learning style and learning needs. Describe educational supports to support their particular learning style.

Write a summary for each of the 5 children describing their learning style and the educational supports needed for this particular learning style.

	0	1	2	3	4	5
	NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

9	**STANDARD VIII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE** *ELEMENT 8.1: Research and Program Evaluation* **(NASP Standard VIII 8.1; CCTC Standards 12, 23, 24, 25, and 26).**

Instructional program evaluation: single case study

Using a single case study design, design one instructional program evaluation using the problem-solving data based decision making model, including monitoring and evaluation, and involving at least one intervention plan for a students and present written plan to supervisor and to CSUN instructor. This can be part of your data based case study (see 1 above). Consider child and classroom factors (CCTC Std. 12). Plan to gather and evaluate data. Provide quantitative data and effect size.

```
        0     1     2     3     4     5
      NOP   NO   FBS    BS    MS   ES
```

    Recommendations:

    Field Site Supervisor's Signature & Date: _____

    Instructor's Signature & Date: _____

Program evaluation of a school program.

Design a program evaluation to evaluate a school program. See course requirement for EPC 603. Attach your program evaluation research design.

```
        0     1     2     3     4     5
      NOP   NO   FBS    BS    MS   ES
```

    Recommendations:

    Field Site Supervisor's Signature & Date: _____

    Instructor's Signature & Date: _____

Critique one research article and indicate what statistical results would indicate valid results. See Requirement for EPC 603 and attach critique.

```
        0     1     2     3     4     5
      NOP   NO   FBS    BS    MS   ES
```

    Recommendations:

    Field Site Supervisor's Signature & Date: _____

    Instructor's Signature & Date: _____

	Thesis/Project Preparation
	a. Fill out form and obtain signatures from committee members for your thesis or project. (Know that this can change).
	b. Formulate subject for thesis or project with the assistance of your chair.
	c. Begin to design your study or project.
	0 1 2 3 4 5 NOP NO FBS BS MS ES
	Recommendations:
	Field Site Supervisor's Signature & Date: _____
	Instructor's Signature & Date: _____
10	*Element 8.2: Legal, Ethical, and Professional Practice* **(NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).**
	Law and Ethics: Describe law and ethical issues experienced in two different cases. Demonstrate an understanding of the process and procedures identified in federal, state laws, and and case law, related to special education service, such as IDEIA and Section 504. Describe in detail. List resources you can where you can access information regarding ethical and legal issues. (CCTC Std. 6, 19). Keep confidentiality.
	Write a 1-2 page summary of each case.
	0 1 2 3 4 5 NOP NO FBS BS MS ES
	Recommendations:
	Instructor's Signature & Date: _____

Professional Practice: Local and State Membership
Participate in local and state professional associations in psychology, particularly school psychology. Become a student member of one such association.

Provide proof to instructor.

0   1   2   3   4   5
NOP   NO   FBS   BS   MS   ES

Recommendations:

Instructor's Signature & Date: _____

Professional Practice: Local and State conference attendance
Attend one (1) professional conference of a state or local psychological association. (i.e., NASP, CASP, LASP, V-CASP). Write one page summary of experiences and professional issues. (CCTC Std. 19). Fill out Conference Attendance Form.

0   1   2   3   4   5
NOP   NO   FBS   BS   MS   ES

Recommendations:

Instructor's Signature & Date: _____

Performance Based Outcome portfolio
Continue with your professional performance based outcome portfolio.

0   1   2   3   4   5
NOP   NO   FBS   BS   MS   ES

Recommendations:

Instructor's Signature & Date: _____

Leadership in systems' change
Write a two page paper describing the importance of "leadership in operating as a systems' change agent" and describe what will be your steps in assuming this leadership role to advocate for students and families (CCTC Std. 12).

0   1   2   3   4   5
NOP   NO   FBS   BS   MS   ES

Recommendations:

Instructor's Signature & Date: _____

Appendix B

CANDIDATE EVALUATION

_____**Practicum in School Psychology**   ___**Fall**   ___**Spring**   **Year**_____

_____**Internship in School Psychology**   ___**Fall**   ___**Spring**   **Year**_____

Name of Student_____   Date_____

Name of Supervisor/Evaluator_____

Name of School District/Agency_____

<u>RATING INSTRUCTIONS FOR SUPERVISORS:</u>

Dear supervisor,

Please note that this online evaluation is used for both candidates in practicum in school psychology and candidates in internship. Please follow the following directions when rating your candidate.

<u>**Practicum in School Psychology Candidates:**</u>
When rating candidates in the practicum in school psychology using this online evaluation sent to you, please rate the candidate at their developmental level. For example, except for superior candidates, most practicum in school psychology candidates at the end of the Fall semester (EPC 659EC) will be rated between 2-4 in most areas, with some exceptions, of course. Most candidates will be at minimal to adequate knowledge, skills, or competence. Very rarely, if ever, should a practicum in school psychology student ever be rated 5s in all areas by the end of the Fall semester.

<u>By the *Spring semester,*</u> most candidates in the practicum in school psychology course (EPC 659FC) should be at least in the adequate knowledge, skills, or competence level (4s), with some exceptions. These are typical and expected ratings.

If candidates in the practicum in school psychology courses are below these expectations, please provide this information to both the candidate and the university instructor in order to discuss candidate progress in the program.

<u>**Candidates in Internship:**</u>
Internship candidates are expected to be rated with 3s and 4s (adequate to above adequate knowledge, skills, and competence) in all areas by the end of the Fall semester of the internship year (EPC 659GC) on the online evaluation. By the end of the Spring semester of their internship year, candidates are expected to be rated with at least 4s in all areas on the online evaluation, indicating *more than adequate knowledge, skills, and competence* in all areas aligned to NASP and CCTC standards. If there are significant

weaknesses observed with the intern, please contact the university professor as soon as possible.

Supervisors are asked to print copies of the evaluation for candidates and university instructors, as the online evaluations will not be viewed per candidate, only as aggregate data. Fieldsite supervisor will be asked to review this evaluation with the candidate in a face-to-face meeting for each candidate he/she supervised. The evaluation form is based on program mandated internship performance outcome requirements and the related program objectives. The instructor also reviews this evaluation during the individual semester meeting with the candidate. Feedback, new program/internship goals, remedial coursework or internship experiences, counseling or other supportive measures may be recommended at that time by the instructor in consultation with the fieldsite supervisor.

KNOWLEDGE BASE:
Please use the following scale to respond to the items in this section. Please note that this section refers to the candidate's **knowledge** of the various areas specified.

5	4	3	2	1	0
Excellent Knowledge	More than Knowledge	Adequate Knowledge	Minimal Knowledge	No Knowledge	Unknown or Not Applicable

Rate the candidate's **KNOWLEDGE** in the following areas:

1. _____ **human development.**

2. _____ **human learning.**

3. _____ **biological bases of behavior.**

4. _____ **multicultural differences.**

5. _____ **ethics in regards to school psychology.**

6. _____ **law in regards to school psychology.**

7. _____ **the role of a school psychologist.**

8. _____ **intellectual assessment administration and interpretation.**

9. _____ **socio-emotional assessment administration and interpretation.**

10. _____ **behavioral assessment and functional assessment.**

11. _____ **empirically based behavioral interventions.**

12. _____ **empirically based academic interventions.**

13. _____ **individual counseling of school age students.**

14. _____ **group counseling of school age students.**

15. _____ **consultation**.

16. _____ **conducting statistics and applied research**.

17. _____ **conducting program evaluation**.

18. _____ **systems theory and systemic interventions**.

19. _____ **problem solving model.**

20. _____ using a **practitioners-scientist approach.**

21. _____ using **data to evaluate the effectiveness of his/her services** in regards to interventions, counseling, and consultation.

22. _____ **regarding agencies and programs** serving special needs children and their families. (This involves knowledge of community agencies, as well as other agencies such as regional centers or other mental health agencies.)

Please make comments in terms of strengths and weaknesses related to this candidate's **knowledge** or preparation in the various areas mentioned above: _____

_____

_____

_____

COMPETENCE:

Please use the following scale to respond to all of the items in this section. Please note that this section refers to the candidate's **competence** in the various areas specified. Competence is defined by his/her <u>ability to perform</u> the various functions.

5	**4**	**3**	**2**	**1**	**0**
Excellent Competence	More than Adequate Competence	Adequate Competence	Minimal Competence	No Competence	Unknown or Not Applicable

Please rate the candidate's COMPETENCE in:

23. _____ **using ethical guidelines.**

24. _____ **following the law, especially as it relates to school psychology.**

25. _____ **following guidelines set forth by IDEA and Section 504.**

26. _____ **working with students, parents, and other professionals from different cultural backgrounds. (This involves knowing about acculturation, assimilation, being respectful toward their differences, and knowing about cultural issues with various groups.)**

27. _____ **working with students who speak a language other than English. (This involves knowing about second language development issues, using interpreters if necessary or referring out when necessary, valuing their differences, and knowing about the issues involved when working with this population.)**

28. _____ **working with parents and other professionals who speak a language other than English. (This involves being respectful, using interpreters if necessary, valuing their differences, and knowing about the issues involved when working with this population.)**

29. _____ **using developmental, cognitive, learning, and social theories when developing a hypothesis.**

30. _____ **using informal data through formal observations to assist him/her derive at a good working hypothesis.**

31. _____ **using effective interviewing techniques to help him/her derive at a good working hypothesis.**

32. _____ **intellectual assessment administration and interpretation.**

33. _____ **socio-emotional assessment administration and interpretation.**

CONT. **Please rate the candidate's COMPETENCE in:**

34. _____ **interpreting psychometric data and integrating it to derive at a good working hypothesis.**

35. _____ **using a working hypothesis to derive appropriate and empirically based academic recommendations and interventions for students.**

36. _____ **using a working hypothesis to derive appropriate and empirically based behavioral recommendations and interventions for students.**

37. _____ **writing comprehensive psycho-educational reports that address areas of disability and describe appropriate recommendations based on data gathered.**

38. _____ **conducting a behavioral and functional assessment.**

39. _____ **conducting direct behavioral interventions.**

40. _____ **describing appropriate academic interventions in reading.**

41. _____ **describing appropriate academic interventions in math.**

42. _____ **describing appropriate academic interventions in written language.**

43. _____ **using appropriate individual counseling techniques with school age children.**

44. _____ **using appropriate group counseling techniques with school age children.**

45. _____ **conducting consultation from entry to evaluation of interventions.**

46. _____ **conducting applied research in the schools.**

47. _____ **conducting a program evaluation in the schools.**

48. _____ **using the problem solving model.**

49. _____ **using a practitioners-scientist approach.**

50. _____ **organizing, preparing, and conducting in-services for parents and teachers.**

51. _____ **using data to evaluate the effectiveness of his/her services in regards to interventions, counseling, and consultation.**

Please make comments in terms of strengths and weaknesses related to this candidate's **competence** in the various areas mentioned above**:** _____

_____

_____

INTERPERSONAL AND COMMUNICATION SKILLS:
Please use the following scale to respond to all of the items in this section. Please note that this section refers to the candidates **interpersonal and communication skills**:

5	4	3	2	1
Excellent	Above Average	Average	Below Average	Poor

52. The candidate has _____ skills in **relating and communicating with students**.

53. The candidate has _____ skills in **relating and communicating with parents**.

54. The candidate has _____ skills in **relating and communicating with teachers**.

55. The candidate has _____ skills **relating and communicating with administrators and other professionals.**

56. The candidate has _____ **professional behavior, as defined by being punctual and responsible for appointments and meetings.**

57. The candidate has _____ **ability to multi-task and have various roles and responsibilities (e.g., assessment, counseling, consultation).**

58. The candidate has _____ **professional appearance, grooming, and demeanor**.

59. The candidate has _____ **listening skills.**

60. The candidate has _____ ability to **receive constructive criticism**.

61. The candidate has _____ skills in **time management and meeting due dates**.

62. The candidate has _____ skills in **initiative, independence, and flexibility**.

63. The candidate has _____ skills in **participating effectively in Student Study Team (or Child Study Team) and Individualized Education Plan meetings**.

64. The candidate has _____ skills in **assisting and supervising other lesser trained fieldwork or internship students.**

65. The candidate demonstrates _____ **maturity of judgement**. (The candidate makes appropriate decisions, reports problems to supervisor, accepts critical guidance, appropriately implements supervisor's suggestions)

66. The candidate has _____ skills in **maintaining appropriate professional behavior with students and others.**

67. The candidate has _____ skills in **seeking assistance and supervision when needed.**

Please make comments in terms of strengths and weaknesses related to this candidate's **interpersonal and communication skills:**

_____

_____

_____

If weaknesses were indicated above, please specify your recommendations and concrete steps you would like the candidate to take.

Area of Performance	Recommendations
1. Knowledge Base	
2. Competence	
3. Interpersonal and Communication Skills	

Please share this evaluation with candidate. If you experience any problems or see areas which need to be addressed, please contact internship supervisor as soon as possible or contact Dr. Wilda Laija-Rodriguez at 818-677-7889 or e-mail her at wilda.laija@csun.edu

Please let us know the following:

The candidate and I met together and discussed this evaluation.   _____yes _____no
The candidate has my permission to read this evaluation.   _____yes _____no

Signature of Supervisor_____ Date_____

Appendix C

School Psychology Guidelines for the Culminating Experience

A culminating experience (comprehensive exams, projects, or thesis) is an opportunity for Master level students to show their professors and peers that they have "mastered" an area of expertise. For this reason, the School Psychology faculty is expecting quality products from students. These guidelines were written to help you organize your committee and organize yourself in order to meet specific deadlines.

The following are guidelines to be used in conjunction with the Guidebook for the Culminating Experience:

1. School Psychology and Joint School Psychology/MFT students are required to have a full-time school psychology professor act as Chairperson of their Master's thesis, graduate project, or comprehensive examination. The school psychology faculty (i.e., Dr. Laija-Rodriguez and Dr. Restori) must give approval of any outside faculty or professional the candidate proposes to include on their committee.

    a. The following is a list of the faculty considered eligible to be chair of School Psychology candidate Culminating Experience Committees.

       Wilda Laija-Rodriquez, Ph.D.
       Associate Professor
       School Psychology Program Coordinator, CSUN

       Alberto F. Restori, Ph.D.
       Associate Professor
       School Psychology Program, CSUN

2. When conducting a Masters' thesis or graduate project, School Psychology students must choose a topic related to school psychology. Joint School Psychology/MFT students must choose a topic related to school psychology or MFT. Theses and projects must be approved by the full-time School Psychology faculty.

3. All School Psychology and Joint School Psychology/MFT students are required to present their culminating experience proposal to the full-time school psychology professors. This can be done as a presentation or in writing. The write up should be included as part of your PBO's for the Spring semester of the second year.

    a. Students should have their Culminating Experience Committee selected and approved by the end of the Spring semester of the second year.

    b. Students choosing to take the **comprehensive examinations** will be expected to present a draft of their questions to the Chair of their comprehensive examinations (see deadlines below).

    c. Students choosing to complete a **Masters' thesis** will be expected to present an overview of their proposed thesis. The overview shall include their research question(s), the study's contribution to the field of school psychology and/or

MFT, proposal to the Human Subject's committee, and have a prospective site, school, school district or facility where the study is to be conducted. The overview must be approved by their thesis Chair (see deadlines below).

    d. Students choosing to complete a **Graduate Project** will be expected to present an overview of their proposed graduate project. The overview shall include the project's contribution to the field of school psychology and/or MFT, proposal to the Human Subject's committee, and have a prospective site, school, school district or facility where the study is to be conducted. Graduate projects need to include evaluative component. The overview must be approved by their Graduate Project Chair (see deadlines below).

4. **Deadlines:**

Comprehensive examinations:
a) Students planning to sit for the comprehensive examinations in the Spring of their third year in the program must:
        1) have their committee selected by the Spring semester of their second year,
        2) choose a set of 10 questions with their chair by the end of the Spring semester of their second year in the program,
        3) submit a draft of their 10 responses to their chair no later than January 31st of their third year in the program. **Note:** Students should expect this to be a rough draft that will likely require revision and editing. The more final the product, the less revision and editing will be required. Please edit your responses and use appropriate APA format.

Thesis or Gradate Projects:
a) Students planning to complete a thesis or Graduate Project in the Spring of their third year in the program must:
        1) have their committee selected by the Spring semester of their second year,
        2) choose a topic with their Chair no later than March of their second year in the program
        3) Submit human subjects form, when needed by April 1st of second year.
        4) submit a draft of their chapters 1-3 no later than by January 31st of their third year in the program. **Note:** Students should expect this to be a rough draft that will likely require revision and editing. The more final the product, the less revision and editing will be required. Please edit your responses and use appropriate APA format.
        5) Submit a complete draft (abstract, chapters 1-5, references, etc.) by March 1st of their third year in the program.

PLEASE NOTE: It is the student's responsibility to abide by these deadlines in order to submit a quality culminating experience and have it approved in time for graduation. If deadlines are not abided by, graduation will be delayed. Please note that, unless otherwise agreed, professors will not be available during the summer to work with you on your culminating experience.

Some basic guidelines

Comprehensive Exams

1. The committee for comprehensive exams **must** include two (2) full-time School Psychology faculty, one of whom should serve as Chair. A third member may be selected from the part time faculty or field supervisors who are approved by the Comps Chair.

2. Write 10 research questions you would like to learn more about. You and your chair will edit
   these to make them "answerable and doable." You and your chair will then choose the best 7
   as part of literature review papers.

3. All literature review papers should be at least 10 pages, plus references, double-spaced in length with a minimum of 15 references to include original research and major work or books on the topic. Limit non-research journals.

4. Secondary sources are generally not permitted, however up to one (1) per question will be allowed.

5. Questions **must** be answered following the **APA manual** criteria for page layout, citations, reference sections, etc… **These will be submitted to your chair, edited, and**
   approved. Be sure to write well the first time so that you do not have to rewrite them.

6. Your chair will choose randomly 3 of the 7 questions to be included on your exam.

7. On your exam, you should make sure that your responses:

   a) are thorough and complete,
   b) answer the question,
   c) include as much references as possible,
   d) and are at least 4-5 pages

   Make sure you give yourself enough time to answer questions. The exam will be 3 hours,
   which means that you should spend approximately one hour on each question.

8. Any changes to your committee requires the approval of your Chair, notification to the member on the committee who is being replaced (in person if possible), and to the new member. Selection of new committee members should retain two (2) fulltime School Psychology faculty.

6. Your reader will read your responses first after you take the exam and decide if you passed or
    failed. Your chair will then do the same. Your reader role is to read your final exam and   decide if you met the requirements listed under number 7 above.

Theses and Graduate Projects

1. The committee for a thesis or graduate project **must** include two (2) fulltime School Psychology faculty, one of whom should serve as Chair. The other member of the committee must hold at least a masters' degree. The committee Chair must approve of any non-School Psychology faculty members on a committee**.**

2. Thesis and Graduate Projects should be a minimum of 50 pages, double-spaced in length with a minimum of 40 references. This is a minimum standard and the School Psychology faculty understand that many Thesis and Graduate Projects will be much longer.

3. Thesis and Graduate Projects **must** be written following the APA Manual criteria for page layout, citations, reference sections, etc…

4. Any changes in your committee requires the approval of the member on the committee being replaced and the new member (both of these should be fulltime School Psychology faculty).

5. Be sure to read departmental and university guidelines for projects and thesis. These can be
    found in the EPC webpage and in the Graduate Studies Webpage. Please abide by the timelines.

Appendix B

THESIS AND GRADUATE PROJECT TIMELINE

Graduate Student: _____

Thesis/Project Title:

_____

Chair: _____

MAY (Spring Semester Prior to Enrolling in EPC 698C)
- ❑ Obtain and read over the *EPC Student's Guide for the Culminating Experience* and the *CSUN Guidelines for Preparation of Theses and Graduate Projects.*
- ❑ Meet with your Advisor/Chair to discuss your Masters' thesis/graduate project plan and the culminating experience process including the *Culminating Experience Scoring Rubric*.
- ❑ Form your committee following the guidelines described in the *EPC Student's Guide for the Culminating Experience.*
- ❑ Finalize your thesis/project rationale and plans with your Chair and other Committee members.
- ❑ Complete and submit the *Thesis/Graduate Project Planning Form* obtaining the necessary signatures.
- ❑ When required, complete the *Human Subject Protocol Approval* forms and submit them to the Standing Advisory Committee for the Protection of Human Subjects.
- ❑ Start gathering recent and seminal studies/reviews related to your topic area.

Progress Confirmation Initials _____

NOTE: You may want to start some of the activities listed below during summer break.

SEPTEMBER
- ❑ Enroll in EPC 698C
- ❑ If you haven't already done so, complete the tasks listed above for May.
- ❑ Review the most recent edition of the *Publication Manual of the American Psychological Association*. Carefully note the citation, reference, and abstract information.
- ❑ Review recent and seminal studies related to your topic area.
- ❑ Begin writing Chapter Two per the *EPC Student's Guide for the Culminating Experience* Chapter Two guidelines.
- ❑ Begin creating a reference list using APA format.

Progress Confirmation Initials _____

OCTOBER
- ❑ Start research study/project development based on approved plan.
- ❑ Submit draft of Chapter Two to Chair and Committee members for feedback. Continue feedback-revision process until all issues have been resolved.*
- ❑ Begin writing Chapters One and Three per the *EPC Student's Guide for the Culminating Experience* Chapters One and Three guidelines.
- ❑ Continue formation of reference list using APA format.

Progress Confirmation Initials _____

NOVEMBER
- ❑ Continue research study/project development.
- ❑ Submit draft of Chapter One to Chair and Committee members for feedback. Continue feedback-revision process until all issues have been resolved. *
- ❑ Continue writing Chapter Three per guidelines.
- ❑ Continue updating reference list using APA format.
  - ❑ Progress Confirmation Initials _____

DECEMBER
- ❑ Continue research study/project development.
- ❑ Submit draft of Chapter Three to Chair and Committee members for feedback. Continue feedback-revision process until all issues have been resolved. *
- ❑ Continue updating reference list using APA format.
- ❑ Submit study progress summary/project draft to Committee for feedback and suggestions; revise study/project accordingly. *

Progress Confirmation Initials _____

NOTE: You may want to continue some activities listed above during winter break.

FEBRUARY
- ❑ Enroll in EPC 698C
- ❑ Make an appointment with Graduate Studies Office for format review in late May by a University Thesis Advisor.
- ❑ Continue Chapter revision process and research study/project development.

Progress Confirmation Initials _____

MARCH
- ❑ Complete research study or begin project evaluation process.
- ❑ Write Chapter Four per the *EPC Student's Guide for the Culminating Experience* Chapter Four guidelines.
- ❑ Continue updating reference list using APA format.

Progress Confirmation Initials _____

APRIL
- ❑ Submit study results/completed project to Committee for feedback; revise accordingly. *
- ❑ Submit Chapter Four to Committee for feedback; revise accordingly. *
- ❑ Write Chapter Five per the *EPC Student's Guide for the Culminating Experience* Chapter Five guidelines.
- ❑ Write Abstract (refer to APA Manual).
- ❑ Meet with Chair for approval to continue to May/June deadline or to arrange for alternative schedule.

Continuance Approved _____

Alternate Schedule Required _____
(EPC 699C/ExL 980

EARLY MAY
- ❑ Submit draft of Chapter Five and Abstract to Committee for feedback; revise accordingly.*
- ❑ Create title page, signature page, preface/dedication/acknowledgement page, and table of contents per *CSUN Guidelines for Preparation of Theses and Graduate Projects.*
- ❑ Complete reference list and appendices using APA format.
- ❑ Submit completed paper (including initial pages, Chapters One to Five, References, Appendices) to Committee for feedback. *

Progress Confirmation Initials _____

- ❑ Complete final revisions requested by Committee. *
- ❑ If requested by Committee, have paper edited by an experienced editor or English instructor. **
- ❑ Complete final formatting and editing per requirements listed in the most recent edition of the *CSUN Guidelines for Preparation of Theses and Graduate Projects* and the *Publication Manual of the American Psychological Association.*

Progress Confirmation Initials _____

END MAY/EARLY JUNE
- ❑ Complete *Thesis and Project Approval* Form*.*
- ❑ Submit *Thesis and Project Approval* Form and final paper to University Thesis Advisor for formatting review and approval.
- ❑ Obtain final committee approval and signatures; Chair signs last.
- ❑ Submit Final Paper to Graduate Studies Office.
- ❑ Celebrate!

* Review and revision sequence and process to be determined by Chair and Committee Members.

** See Editor List in EPC Department Office.

Revised 01-12-09

IN-SERVICE EVALUATION

Title: _____

Presenter: _____

Date: _____

Location: _____

	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1. The topic presented was clear and well organized.				
2. The presenter(s) was/were knowledgeable of the topic.				
3. The topic was relevant to me and my work.				
4. The presentation was useful and applicable.				
5. The presenter(s) provided research-based information.				
6. The presenter(s) spoke clearly, was (were) easily heard, and maintained appropriate speech rate.				
7. The presenter(s) used visuals that were appealing and informative.				
8. The presenter(s) maintained eye contact with the audience.				
9. The presentation was appropriately paced.				
10. The presentation included helpful resources.				
11. Overall quality of the presentation.				

Comments: _____

_____

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_____

EPC 659FC Index for CCTC Standards

SPPE	Introduced
1.4	p. 5
1.5	p. 5
2	p. 6
4.0	p. 6
6.1	p. 5
6.2	p. 6
6.3	p. 6
6.4	p. 6
6.5	p. 6
6.6	p. 6
7.0	p. 6
9.1	p. 6
9.2	p. 7
10.1	p. 5, 6

* Pages on which CTC Standards are introduced in yellow