Psychology 287-2: PRACTICUM IN SCHOOL PSYCHOLOGY
Time Thursday- 1:00-2:50pm S2 238
Fall 2019

Dr. Hong Ni	Office Hours: Monday & Tuesday: 10 am– 12:00 pm; Thursday: 2-3:00 pm Email consultation any time
S2 351; Ph 278-1726	hongni@csufresno.edu

Course Description and Objectives: Psychology 287 is a two-unit course designed to provide students with opportunities to discuss readings and topics in the context of their practicum experience in the schools.

- Students will demonstrate knowledge of special education Federal and state eligibility criteria for special education handicapping conditions
- Students will demonstrate knowledge of special education assessment by administering and interpreting measures in evaluations.
- Students will show understanding of, respect for, and responsiveness to cultural and individual differences on practicum sites and in discussion of practicum experiences.
- Mastery of these objectives will be measured by class discussion, quiz, and evaluation reports from field supervisors.

Course Prerequisites: The student must be admitted to the School Psychology Program.

Outcomes Assessment of Student Learning: Ed.S. Graduate Program Goals

- Students will participate in practicum and internship in a diverse range of settings including inner city, suburban, and rural settings.
- Students will demonstrate a scientific problem solving approach in their work
- Students will be able to judge the value of new theories, practices, and materials in school psychology.
- Students will be able to justify practices in assessment, intervention, counseling, and prevention/intervention.
- Students will demonstrate commitment to the welfare of children.
- Students will adhere to NASP and APA standards for assessment, intervention, and counseling.
- Students will demonstrate industry, punctuality, and responsibility in practicum and internship.
- Students can show understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, or ethnicities.

COURSE GOALS LINKED TO NASP STANDARDS
Domain 1: Data-Based Decision Making and Accountability
Domain 5: School-Wide Practices to Promote Learning
Domain 7: Family–School Collaboration Services
Domain 8: Diversity in Development and Learning
Domain 10: Legal, Ethical, and Professional Practice

Course Components: Psychology 287 consists of interrelated activities:

1. Field based experience	5. Evaluations of field experience
2. Assigned readings	6. Assessment
3. Class attendance and class discussion.	7. Assessments
4. Workshop attendance	8. Psycho-educational reports

    Emphasis will be on use of problem solving skills and critical thinking.

Course Ethics: CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, and other school and community persons will be kept strictly confidential. <u>All identifying information should be deleted from case summaries and reports. Use only a first name or initial. In</u> addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such may result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

It is expected that student on practicum experiences will conduct themselves in a professional manner, including appropriate dress, cooperation, tack, and punctuality. Failure to adhere to the policy of confidentiality or reviews indicating unprofessional conduct on practicum will result in a review with the school psychology faculty and a determination of whether the student should be allowed to continue in the School Psychology Program.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

    a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

    b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

    c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and

plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Cell phones should be turned off before coming to class. Talking in class while the professor or someone else is talking is unacceptable. Computers should not be on the table or open unless it is a web-based class activity. You may work together on assignments; however, written work that is turned in must be your own. Coffee, water, soda, etc. are allowed in class but no food unless it is a treat for the entire class or permission is given by the instructor (e.g., lunch time).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources." **CHECK YOUR CSU EMAIL EACH DAY!!!!**

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:
http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf
For copyright Questions & Answers:
http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf

Emergency: In the event of an emergency, call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble at the South East corner of the band practice field. Do not leave the assembly point until advised to do so by emergency response personnel. At the assembly point report to emergency responders any missing persons or physically challenged persons requiring rescue. If you have concerns about other emergencies or if you have special circumstances relevant in the event of an emergency, please speak to the instructor after class.

Assignments
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1. Each second-year student will spend approximately 12 hours (2 days) per week in the schools for a minimum of 180 hours per semester. Assignments of students to field supervisors and schools will be made by the school psychology faculty in August. You will need to arrange a weekly schedule with your field supervisor(s). You will need to log your practicum experiences and code by activity; turn these in each week. Logs are to be signed by field supervisors.

2. Students will read assigned material and come prepared to participate in class discussions.

3. Students will practice observation, consultation and assessment skills, behavior management, counseling, and develop interventions on practicum as opportunities are assigned by a professor for a class assignment or by their field supervisor. Cases will be discussed in practicum class.

4. Students will turn in a bi-weekly learning journal (bullet point format) regarding the following:
   a. A brief description of main professional activities that you participated or observed, e.g., observation, consultation, assessment, behavioral management, counseling, IEP/504/SST/manifestation determination meeting, 51/50, etc.
   b. A brief note about supervision with your site supervisor, e.g., topics and cases discussed, dates and time
   c. A brief reflection on those activities (e.g., concerns, questions, new knowledge, new skills, etc.

5. School psychology students are to attend one half day workshop or conference per semester. Please turn in a one-page summary and handouts by the last class.

5. Evaluations: Each student will complete and/or assist in **two** evaluations at their school site. The first report should be reevaluation. Utilize information from a variety of data sources including the classroom teacher; parent/guardian; pupil; and direct observations in multiple settings. The evaluations must include a written report. **For both class reports, identify the pupil by first name, grade, and age only.** Please remove all identifying information "professionally" – blackout or X on computer rather than blacked out with a marker; you will want these reports for your internship portfolio.

The following assessments are required in the evaluation:
      Child Background (e.g., academic history; health history; discipline)
      Structured Classroom Observation by the practicum student
      Parent and Teacher input

The following assessments are recommended in the evaluation when appropriate;
      General/Cognitive Ability test (e.g., KABC; WISC-IV)
      Adaptive Behavior Assessment (e.g., ABAS-2; Vineland)
      Curriculum Based Measurement, Progress Monitoring (e.g., DIBELS)
      Academic Assessment data (e.g., WIAT-II, or WJ-III)

Add a reflection to each report critiquing the assessment and reflecting on your experience –

questions, concerns, what went well, what you could have done differently.

6. For both reports, write and turn in a 1 to 2-page parent friendly summary of both reports.

7. Presentation at 2 IEP meetings. Turn in a reflection paper on your IEP experience.

TEXT

Harrison, P. & Thomas A. (Eds.), (2014). *Best practices in school psychology VI,* Bethesda, MD: National Association of School Psychologists.

POINTS (80% required for credit in course)

Attendance: -5 for each missed class; -10 if I was not notified in advance
Logs: 5 points per week (14 wks)
Assessments: 100 points each
IEP reflection paper: 10 points each
Bi-weekly learning/experience journal: 10 points each
Parent friendly report summary: 50 points each
Evaluations: 15 points (Your eval of supervisor and supervisor's eval)
Workshop summary: 10 points

Report rubric	Points
Rational for reevaluation – *must include eligibility categories to be considered; if initial – referral source*	5
Background – *Health, family, language (CELDT if ELL), schools attended, if retained, recent state tests, current grades*	10
Previous interventions *(for initials)* and assessments *(for reevaluations)*	5
Parent contribution – *interview for all; rating scales as appropriate. Partial credit if attempts to contact parent are noted even though no contribution available.*	5
Teacher contribution - *interview for all; rating scales as appropriate*	5
Observations (Classroom) – ***two*** *observations for initials; one for reevaluation. Must be conducted in relevant context, must have* <u>*appropriate*</u> *data (e.g., # peer interactions, % time on task, % fidgeting). Testing – observations re the validity of assessment*	20
Assessment (e.g., cognitive, adaptive, social/behavioral, academic/DIBELS) – *all relevant areas assessed, appropriate measures used, no unnecessary assessments*	10
Interpretation – *Narrative does not repeat the information in table; additional information/examples are provided; is not written in technical jargon; information from multiple sources are integrated*	15
Recommendations – *go beyond "IEP team will decide," feasible for teacher to implement (reasonable to do, not too many), address ALL areas of concern discovered in assessment*	10
Reflection - *Critical reflection on what went well and what could have been improved in assessment and report, how you felt about the process and IEP.*	15

Minus typos, grammatical errors, names (student or parent) left in	**0**
TOTAL	**100**

- Logs must be submitted by 5 pm on class day for credit. Logs must be submitted weekly.
- Late reports will receive zero points unless (1) I have been notified in advance this could not be completed by the due date and (2) I have confirmed there was nothing you could have done to complete the report on time with your field supervisor.
- IEP reflections are due following the IEP meeting.
- Both report and IEP reflections should be a minimum one page, maximum two pages double-spaced.

Schedule of Assignments
Course assignments and schedules are subject to change

		Topic	Reading	Assignment
1	8/ 22	Course orientation and practicum assignment; About writing practice: revise within district template using your last semester and this semester reports.		Make sure to talk to your supervisor about assessment planning;
2	8/ 29	Current issues in psychoeducational reports and the C.L.E.A.R. Model; Comparison of district report writing templates	Mastoras, Climie, McMrimmon, & Schwean (2011). A C.L.E.A.R. approach to report writing	Bring your last semester semi-evaluation report
3	9/ 5	Child-centered report writing; Writing practice	Schwean et al. (2006). Report writing: A child-centered approach	Learning journal/experience sharing: Megan

Learning journal 1 due |
| 4 | 9/ 12 | Solution-focused report writing; Assessment planning and writing practice | Brown-Chidsey & Steege (2006). Solution-focused psychoeducational reports | Learning journal/experience sharing: Elbria

Report 1 assessment plan; |
| 5 | 9/ 19 | Consumer-responsive approach to report writing | Lichtenstein (2013): writing consumer responsive reports: parts 1, 2, and 3 | *Special education quiz 1* Learning journal 2 due |
| 6 | 9/ 26 | ED identification and report writing

Report analysis | Hanchon & Allen (2017). Identification of students with emotional disturbance: Moving the field toward responsible assessment practice | Learning journal/experience sharing: Roya

Report 1 first section (prior to assessment) due |
| 7 | 10/3 | LD identification and report writing | Maki & Adams (2018). A current | Learning journal/experience sharing: Natalie PM |

			landscape of SLD identification: Training, practices and implications	
		Report analysis Report 1 1ˢᵗ section feedback		Learning journal 3 due
8	10/10	Report writing discussion Writing practice		Report 2 assessment plan; Learning journal/experience sharing: Audrey and Laura Report 1 assessment part due
9	10/17	Guest speech: Dr. Jackson Special education law Collaborating with other professionals Report 1 assessment part feedback		*Special education quiz 2;* Learning journal /experience sharing: Brandon Complete Report 1 due Learning journal 4 due
10	10/ 24	IEP parent friendly summary; writing practice		Learning journal/experience sharing: Hanah.
11	10/31	Report 1 feedback		Learning journal/experience sharing: Halley Report 1 parent friendly summary due Learning journal 5 due
12	11/ 7	IEP Meetings and practice		Learning journal/experience sharing: Clarissa Report 2 due
13	11/ 14	Site sharing and reflection Parent friendly report summary feedback		Learning journal/experience sharing: Bryce Learning journal 6
14	11/21	Guest panel session: PSW		
15	12/ 5	Preparing for internship interviews (Aleta Wolfe from Career Services)		Workshop/conference report Learning journal/experience sharing: Natalie R.
16	12/ 12	Report 2 feedback Wrap up and feedback		field supervisor evaluations (theirs and yours) Learning journal 7 due

17	12/15	**Final Week:** Practicum eval meetings		

NASP DOMAIN	DESCRIPTION	ACTIVITY
1. Data based decision making and accountability	Use assessment and data collection results to design, implement, and evaluate response to services and programs	Evaluations; Data for interventions
2. Consultation and Collaboration	Demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	Consultation, intervention, and evaluation
3. Interventions and Instructional Support to Develop Academic Skills	Use assessment and data collection methods to implement and evaluate services that support cognitive and academic skills	As appropriate re 285; rest will be accomplished in Psych 286 in spring
4. Interventions & Mental Health Services to Develop Social and Life Skills	Use assessment and data collection methods to implement and evaluate services that support socialization, learning, and mental health	For 278 and 283T; 282 in spring
5. School-Wide Practices to Promote Learning	Ability to work with individuals and groups to develop and implement practices to create and maintain effective and supportive learning environments for children and others.	286 in spring, RTI or PBIS as available
6. Preventive and Responsive Services	In collaboration with others, demonstrate 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	PREPaRE training in 278
7. Family-School Collaborative Services	In collaboration with others, demonstrate 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	Assessment and intervention
8. Diversity in Development and Learning	Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, with respect for diversity in development and learning and advocacy for social justice.	Assessment and Intervention
9. Research and Program Evaluation	Demonstrate skills to evaluate and apply research, for service delivery; use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	Thesis, project, and case studies Participation in program evaluation
!0. Legal, Ethical, and Professional Practice	Provide services consistent with ethical, legal, and professional standards, engage in ethical and professional decision-making, collaborate with other professionals, apply professional work characteristics (e.g., respect for diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiate, dependability, and technology skills)	Always!!

Practicum Log Summary

CODE	ACTIVITY	DATE	DATE	add columns		Total
1a	Cognitive Assessment					
1b	Social emotional Assessment					
1c	Academic Assessment					
1d	CBA/DIBELS					
2	File review					
3a	Interview - teacher					
3b	Interview - parent					
4	Report writing					
5	IEP meetings					
6	Behavioral observations					
7a	Consultation/SST - teacher					
7b	Consultation/SST - family					
8	Intervention					
9a	Individual counseling					
9b	Group counseling					
10	Professional development					
13a	Supervision (field - formal)					
13b	Supervision - informal					
14	Travel					
15	Other					
Total						

California State University, Fresno
College of Science and Mathematics
Department of Psychology

Psychology 287: School Psychology Practicum (2 Unit), Spring 2020
Science 2 Building, Room 238
Thursday: 4:00pm-4:50pm

Dates	Instructor	Email
January 23-May 14, 2020	Cy Hiyane	cyhiyane@cusd.com

Office Hours: By Appointment; available via email and/or before or after class.

Course Description
Psychology 287 is a two-unit course designed to provide students with the opportunity to discuss readings and topics in the context of their practicum experience in the schools. Students will demonstrate knowledge of special education rules and regulations by listing and operationalizing the federal and state eligibility criteria for special education handicapping conditions (i.e., mental retardation emotional disorders, learning disabilities). Students will demonstrate critical thinking by critiquing current assessment and identification procedures and describing alternative assessment methodologies. Students will apply this knowledge to field experiences in discussion and presentation of cases. Students will show understanding of, respect for, and responsiveness to cultural and individual differences on practicum sites and in discussion of practicum experiences. Mastery of these objectives will be measured by class discussion, quiz, and evaluation reports from field supervisors.

Course Prerequisites
The student must be admitted to the School Psychology Program.

Course Goals and Objectives
1. Students will participate in practicum and internship in a diverse range of settings including inner city, suburban, and rural settings.
2. Students will develop increasing professional skills throughout the program. They will demonstrate caring and tact to all those with whom they interact.
3. Students will demonstrate industry, punctuality, and responsibility in class and fieldwork.
4. Students will demonstrate understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, or ethnicities.
5. Students will demonstrate empirically based skills in assessment , intervention, counseling, and prevention/intervention.
6. Students will develop knowledge of schools and systems, legal and ethical issues, and interventions.
7. Students will demonstrate knowledge of professional practice, educational systems, and direct and indirect services (e.g., assessments, intervention, counseling, and prevention/intervention.

Required Course Materials and Text

Harrison, P., & Thomas, A. (2014). *Best practices in school psychology.* Bethesda, MA: National Association of School Psychologists. [Foundations, Systems, Student, Data]

Students must have access to a computer and internet tools such as e-mail and the Madden library.

Course Requirements

Students will work as a practicum student throughout the regular public-school calendar at assigned practicum sites. Students are expected to log 12 hours per week at their school sites, for a minimum of 180 practicum hours per semester in order to receive credit for the practicum course. You will need to arrange a weekly schedule with your field supervisor(s). DIBELS benchmarks or attending workshops qualifies for practicum time. You will need to log your practicum experiences; **turn these logs in each week.** Students will work jointly with their Site Supervisors at the beginning of the practicum to establish and review expectations for the experience and will meet with the University Supervisor at the end of the semester for purposes of evaluation. At a minimum, a practicum student will complete the following activities on-site during this semester of practicum: conduct behavioral observations, conduct interviews (parents/teachers/students), conduct assessments per program training and field supervision, attend student-centered educational meetings (SST/504/IEP), participate in psycho-educational report writing, practice consultation and counseling skills, support behavior management, develop interventions, and shadow/participate in additional school psychologist roles/responsibilities as determined by their practicum supervisor and course instructor.

Assignments

- At-risk youth paper: Write a 2-3-page paper reflecting on how your role as a school psychologist (practicum student) has varied due to the diversity of your practicum sites. Describe your experiences working with foster families, incarcerated youth, homeless youth, students in danger of dropping out of school or being retained? Relate this to the current focus on childhood trauma. Consider assessment, consultation with teachers, parental input and collaboration, community and social services, etc. What strategies and skills do you need to serve all students?

- RTI/MTSS interview: Interview teachers and/or administrators regarding campus implementation of RTI/MTSS. Note the stage of implementation and activities, strategic systematic supports in place/available, challenges they have encountered, advice, and who the leaders of the initiative were.

- IEP reflection paper: Write a 1-page paper describing your participation, observations, and reflections from an IEP in which you were involved. The paper shall be a minimum of one page, maximum two pages double-spaced and is due one week after the IEP meeting.

- Developing a conference proposal for NASP is optional. If you choose to submit, Dr. Wilson or Dr. Ni would be glad to review your proposal. If accepted, some funding is typically available through the Division of Graduate Studies or the College of Science and Mathematics – if you have not accessed those resources before. See NASP website later this spring for guidelines.

- Psychological-educational evaluations: Second year students need to complete and/or participate in **three evaluations (initial or reevaluation).** Structured classroom observations are required for all evaluations. Note: A recent study (see School Psych Review, 2017, v.4) found two 30-minute observations using 10-15 second intervals were required for acceptable reliability. You must include a graph in each assessment report. Parental participation in the assessment must be documented. Reports may be in the format utilized by the district in which you are completing your practicum. Reports should be signed by you **and** your field supervisor. Report dates are indicated on the syllabus. Late reports will receive zero points unless (1) I have been notified in advance this could not be completed by the due date and (2) I have confirmed there was nothing you could have done to complete the report in time with your field supervisor. Include a reflection on the assessment experience and any changes you would make in a similar situation.

Psychological-Educational Evaluation Grading Rubric	Points
Rational for reevaluation – must include eligibility categories; if initial – referral source	5
Background – Health, family background. language (ELPAC if ELL), Educational history: schools attended, if retained, recent state test data, discipline, current grades	10
Previous interventions (for initials) and assessments (for reevaluations)	5
Student contribution – interview for all (if verbal and capable). Rating scales as appropriate.	5
Parent contribution – interview for all; rating scales as appropriate. Partial credit if attempts to contact parent are noted even though no contribution available.	5
Teacher contribution - interview for all; rating scales as appropriate	5
Observations (Classroom) – two observations for initials; one for reevaluation. Must be conducted in relevant context with <u>appropriate</u> data (e.g., # peer interactions, % time on task, % fidgeting and summary statement relating observation to referral question. Testing – observations regarding the validity of assessment.	10
Assessment (e.g., cognitive, adaptive, social/behavioral, academic/DIBELS) – all relevant areas assessed, appropriate measures used, no unnecessary assessments.	10
Interpretation – Narrative does not repeat the information in table; additional information/examples are provided; is not written in technical jargon; information from multiple sources is integrated.	15
Eligibility Determination – Eligibility status IS stated and the rationale for eligibility considers multiple sources of information.	5
Limiting Factors Statement – included and indication of how the assessment considered these factors to decide if they were or were not the primary cause of the learning problem.	5
Recommendations – go beyond "IEP team will decide," feasible for teacher to implement (reasonable to implement, not too many), address ALL areas of concern discovered in assessment	10
Reflection - *Critical reflection on what went well and what could have been improved in assessment and report, how you felt about the process and IEP.*	15
Minus typos, grammatical errors, names (student or parent) left in	0
TOTAL	100

Overall Course Grading Rubric

Grade	Percentage Based on Total Points Possible
Credit	80% plus required practicum hours

Assignment	Points
Attendance (5 points per week, 16 weeks)	80
Logs (5 points per week, 14 weeks)	70
Assessments: 3 @ 100 points each	300
IEP Reflection Paper: 2 @ 10 points each	20
RTI/MTSS Interview	15
Workshop Summary: 1 @ 10 points each	10
Evaluations (Your eval and of supervisor)	15
Conference Proposal	20 Bonus
Total	520

Application for Internship Credential

Dr. Wilson will submit paperwork to credential office she has received all requirements (PRAXIS scores, grades from spring semester). You will need to obtain all signatures and complete paperwork in June (see below). You will need to make an appointment with Dr. Wilson to obtain signatures. You will need to contact Sherri Nakashima for specific questions on internship contract/letter from district (sherrin@csufresno.edu)

Instructions for Internship Credential

- Complete the CSUF credential application form and submit the appropriate items listed below in one packet to Education Room 151. A valid email address and credit/debit card are required to apply for your credential.

PPS: School Psychology

- Copy of Certificate of Clearance or emergency permit for fingerprint clearance.
- Copy of CBEST card.
- Copy of current district internship contract.
- Copy of internship agreement with the Psychology department. (in our handbook)
- Official sealed transcripts verifying your bachelor's degree in Psychology (if degree not from CSUF).
- Current unofficial Fresno State transcripts printed from your portal
- $25.00 money order/cashier's check payable to Fresno State (non-refundable fee.) Print your name and student ID# on the fee. No personal checks.
- Submit your application packet to Education Room 151 or mail to:
  CSU, Fresno, Credential Analyst
  5005 N. Maple Ave, M/S ED301 Fresno, CA 93740-8025

Tentative Schedule and Deadlines

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere; and school events are often out of your control. However, you should plan your assignments in advance. Please notify the professor when you are encountering challenges in completing an assignment by the date indicated.

**This syllabus and schedule are subject to change in the event of extenuating circumstances.

Date	Topic	Assignment
January 23, 2020	Course Overview Mock Interview	
January 30, 2020	Graphing data Suicide risk assessment	
February 6, 2020	Determining eligibility: ED	Complete readings on Canvas Tibbetts, Chapter 3
February 13, 2020	Assessment practices: ED	Best Practices: Multi-method Assessment of Emotional and Behavioral Disorders -BP V Ch. 24
February 20, 2020 (NASP in Baltimore: Feb. 18-21)	RTI/MTSS	RTI/MTSS interview due
February 27, 2020	Determining eligibility: Autism Assessment practices: Autism	Complete readings on Canvas
March 5, 2020	Practicum share	Psycho-educational report due via email to Cy and Dr. Wilson
March 12, 2020	Behavior Rating Scales: When to use, integrate findings, and recommendations	
March 19, 2020 (CASP Spring Institute in Sacramento: March 19-21)	ED versus Social Maladjustment	Complete readings on Canvas Tibbets, Chapter 4
March 26, 2020	At-risk youth discussion	At-risk youth paper due
April 2, 2020	Practicum share	Psycho-educational report due
April 9, 2020	Spring Break-No class	
April 16, 2020	Report writing feedback	
April 23, 2020	Practicum share	Send out evaluations; must be returned prior to Finals week
April 30, 2020	Preparing for Internship	Psycho-educational report due
May 7, 2020	Report writing feedback	
May 14, 2020	Finals Week	Practicum log summary due Practicum evals (theirs & yours) due
Individual meetings will be scheduled with Program Faculty during Finals Week.		

University Policies

Note to Students with Special Needs

California State University, Fresno, complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact the Services to Students with Disabilities Office in the University Center, room 5, at (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

Disruptive Classroom Behavior(s)

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn; respect for the professionalism of the instructor; and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Academic Standards/Integrity

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engage in university work and related activities. You should:

a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism, and inappropriate behavior).
b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism

Students must adhere to academic standards for all coursework. This includes but is not limited to cheating, plagiarism, or any other forms of academic dishonesty. Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Any substantiated proof of cheating can result in penalties ranging from a zero or F on a particular assignment, through an F for the course, to expulsion from the University. Cheating includes acts such as cheating on exams, plagiarism, downloading complete text/papers from the Internet, and any other demonstration of a student not completing his or her own work on any assignments. Please review the Class Schedule (Legal Notices on Cheating and Plagiarism) and University catalog (Policies and Regulations) for further information regarding this matter.

Computers
At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including modem and printer) with all the recommended software. The minimum and recommended standards for the workstations and software are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and necessary communication links to the University's information resources.

Copyright Policy
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Emergency
In the event of an emergency, call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble at the South East corner of the band practice field. Do not leave the assembly point until advised to do so by emergency response personnel. At the assembly point report to emergency responders any missing persons or physically challenged persons requiring rescue. If you have concerns about other emergencies or if you have special circumstances relevant in the event of an emergency, please speak to the instructor after class.

University Drop Policy
Please note new procedures for dropping courses this semester. Those dropping courses late for serious & compelling reasons must have a *documented* serious and compelling reason (e.g., doctor's note for illness). Reasons such as "I am failing the course?" or "I have had a change in work schedule" will not be considered serious and compelling. Students who drop a course late without an accepted serious and compelling reason will receive a failing grade in the course.

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Course Policies
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Students are expected to come to class on time. Cell phones should be turned off before the beginning of class. Students are expected to not interrupt each other and/or talk while the professor is instructing. Although students may collaborate with each other, ALL assignments must be individually completed

unless otherwise specified by the professor. Protocols may be reviewed and scored with another classmate, but each student must turn in his/her own work. In addition, all assessments are completed individually.

Course Ethics
Confidentiality is a non-negotiable criterion of this course. CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Students must not share confidential information about assessments (e.g., names or identities of children, parents, teachers, community persons, etc.) with each other or anyone else outside of the course. Students also are expected to be confidential about issues and individual cases discussed in the classroom. In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such may result in dismissal of the student from the course and the program. Due process will be afforded to the student in question. All identifying information should be deleted from case summaries and reports. Use only a first name or initial.

Attendance
Students are expected to attend all class sessions, arrive to class on time, be prepared, and participate in class discussions. If you are absent from class, it is your responsibility to check on announcements made while you were away and obtain notes from the other students in the class. If you miss a class due to a medical excuse, family death, or an unforeseen event, you are responsible for discussing the absence with the instructor so that you are not penalized.

Professional Etiquette
Students are expected to conduct themselves in a responsible manner that reflects ethics, honor, and good citizenship. They are also expected to abide by the regulations of the University. It is the student's responsibility to maintain academic honesty and integrity, and to manifest his/her commitment to the mission of the University through his/her conduct and behavior. All students are expected to treat other students and the instructor in a professional and respectful manner. The opinions of all individuals in the course are considered valuable contributions.

It is expected that student on practicum experiences will conduct themselves in a professional manner, including appropriate dress, cooperation, tact, and punctuality. Appropriate dress is professional, not trendy. Avoid skirts that are too short, tops that are too low, pants that are too skinny or tight. High heels are not particularly functional. Jeans are allowed only at special sites or casual Fridays as recommended by your field supervisor. Supervision, consultation, and review will be provided by a university supervisor and field personnel. Failure to adhere to the policy of confidentiality or unprofessional conduct on practicum will result in a review with the school psychology faculty and a determination of whether the student should be allowed to continue in the School Psychology Program.

Completion of Class Assignments, Presentations, and Exams
Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere; and school events are often out of your control. However, you should plan your assignments in advance. Please notify the professor when you are encountering challenges in completing an assignment by the date indicated.