

Psychology 267: INTERNSHIP IN SCHOOL PSYCHOLOGY
Friday 9-12 – S2 238
Syllabus for Spring 2020

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S2 354
OFFICE HOURS: Arranged

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Course Description: The course provides university and school-based supervised internship in school psychology. The student will participate in a supervised field work experience including consultation, intervention design, prevention, assessment, and evaluation of school psychological services. The quantity and quality of the fieldwork experience must meet the accreditation standards for school psychology internships of the California Commission on Teacher Credentialing and National Association of School Psychologists. The student will provide the Psychology Department at California State University, Fresno, operating through the Fresno State supervisor, with information necessary to evaluate the student's fieldwork performance.

Prerequisites: Students must have a PPS Internship credential from the California Commission on Teacher Credentialing.

Course Goals and Learning Outcomes: The student will:

1. adhere to the ethical standards espoused by the American Psychological Association, the National Association of School Psychologists, and the California Association of School Psychologists, with conduct becoming a professional psychologist (to be assessed through oral reports and written evaluations from field supervisors and personnel); (EdS Goal 5.1)
2. demonstrate collaboration and consultation, including interpersonal skills necessary to work effectively with students, parents, school personnel, field-based supervisors, peers, and the Fresno State School Psychology Professors/Supervisors (to be assessed through oral reports and written evaluations from field supervisors and personnel); (EdS Goal 3.1)
3. demonstrate ability to communicate effectively through both written and verbal processes (to be assessed through class presentations, on site observations, and case reports);
4. perform in a professional manner as documented by the Fresno State Professor/Supervisor and Field Based Supervisors (s) (to be assessed through on site observation, class discussion and individual supervision, and written evaluations); (EdS Goal 5.2)
5. demonstrate the ability to engage in data-based decision making for the identifying strengths and needs in understanding problems, and measuring progress and accomplishments; and collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services (to be assessed through class presentation, on site observations, and case reports); (EdS Goal 1.2, 2.1, 2.2, 2.3, 2.4, 3.2)
6. demonstrate the ability to, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve these goals, and evaluate the effectiveness of interventions (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations); (EdS Goal 3.2)
7. demonstrate knowledge of human development, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);(EdS Goal 3.2)
8. demonstrate sensitivity and skills needed to work with individuals of diverse characteristics, and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
9. demonstrate knowledge of general education, special education, and other educational and related services; and work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others (to be assessed through class presentations, onsite observations and case reports, individual supervision, and written evaluations); (EdS Goal 4.2)
10. demonstrate knowledge of human development and psychopathology and of associated biological cultural, and social influences on human behavior; and provide and contribute to prevention

- and intervention programs that promote the mental health and physical well-being of students (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations); (EdS Goal 1.2, 4.2,)
11. demonstrate knowledge of family systems, influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; and work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families (to be assessed through class presentations, onsite observations and case reports, individual supervision, and written evaluations); (EdS Goal 4.2)
 12. demonstrate knowledge and understanding of research, statistics, and evaluation methods; translate research into practice, plan and conduct investigations for program evaluations for improvement of services (to be assessed through class case presentations and evaluations from field and university supervisors); (EdS Goal 4.1)
 13. demonstrate knowledge of the history and foundations of school psychology, of various models and methods, and of public policy development applicable to children and families (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
 14. demonstrate knowledge of information sources and technology relevant to school psychology and assess, evaluate and utilize information sources and technology in ways that safeguard or enhance the quality of services (to be assessed through class presentations, case reports, individual supervision, and written evaluations); (EdS Goal 5.2) and
 15. demonstrate a receptive attitude toward learning (as indicated by attendance in the University based course and field experience, as well as timely completion of assignments.

FAILURE TO COMPLY WITH ANY OF THE ABOVE WILL RESULT IN A REVIEW OF THE STUDENT'S CONTINUATION IN THE SCHOOL PSYCHOLOGY PROGRAM. FURTHERMORE, PLACEMENT IN AN INTERNSHIP/FIELDWORK ASSIGNMENT SHALL NOT CONSTITUTE A GUARANTEE THAT THE STUDENT MAY CONTINUE IN AN INTERNSHIP/FIELDWORK PLACEMENT (See Internship Agreement).

COURSE GOALS LINKED TO NASP STANDARDS

1. Data-based decision-making and accountability
2. Consultation and collaboration
3. Intervention and instructional support to develop of cognitive/academic skills
4. Intervention and mental health services to develop social and life skills
5. School-wide practices to promote learning
6. Preventative and responsive services
7. Family – school collaborative services
8. Diversity in development and learning
9. Research and program evaluation
10. Legal, ethical, and professional practice

Course Policies: Cell phones should be turned off before coming to class. Laptops are to be used only for notes, presentations, and in-class assignments; emailing or other internet activities during class will result in the retraction of laptop privileges. Talking in class while the professor or someone else is talking is unacceptable. You may work together on assignments; however, written work that is turned in must be your own.

Multicultural Services: Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.

Program Policies:

Intern's Responsibilities: The student shall perform the duties specified in the internship agreement and those duties must conform to ethical standards. The intern will maintain a log of all duties performed including Fresno State and Field Supervision hours (see attached) is due on the dates noted in the Course Schedule. The student will provide telephone numbers and addresses, as well as directions to the site. It is up to the student to arrange site visitations; this task should be accomplished within the first two months of the course. LATE LOGS OR OTHER ASSIGNMENTS, TARDINESS, AND/OR UNEXCUSED CLASS ABSENCES WILL BE CONSIDERED GROUNDS FOR A PROGRAM REVIEW AND DETERMINATION OF THE STUDENT'S READINESS FOR INTERNSHIP AT THIS TIME.

Internship/Field Based Placements should be selected to provide a full range of professional experiences. In order to meet current NASP/NCATE standards for California State University, Fresno and to obtain the School Psychology Credential, students must complete a minimum of 1200 hours of field based experience. Placement is normally for two semesters - 4 days per week in the schools and supervision on Fridays - 40 hours per week.

School sites primarily concerned with assessment are not acceptable as field based site placements. For school psychology students, responsibilities should include the following:

- prevention activities
- intervention design, implementation, evaluation
- assessment
- consultation
- knowledge of community resources
- behavioral observations in natural settings
- individual and group counseling
- evaluation of services
- in-service training conducted and received by the student
(See NASP domains by activities at the end of syllabus)

The field experience (practicum and/or internship) must be completed in at least two of three settings (preschool, elementary school, middle school, and/or high school). At least one hundred (100) clock hours in internship/fieldwork shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate (Section 44225 (b) (4) and 44225 (q), CA Education Code). It is the student's responsibility to indicate on the work log those cases that comply with this requirement.

Field Based Supervisor's Responsibilities: The Field based Supervisor(s) will meet with the student on a regularly schedule basis for two hours per week with full-time interns. These meetings should be documented in the student's work log. This supervision should occur in a one-to-one setting, but it may include other members of the staff. The Field Based supervisor must sign off on the intern's log sheets to verify accuracy.

The Field Supervisor(s) will complete an evaluation form at the end of the semester and send it to the Fresno State Professor/Supervisor. The Field Based Supervisor(s) and Fresno State Professor/ Supervisor will contact one another as needed to review the student's progress. The Field Based Supervisor should also notify the Fresno State Supervisor of any problems or difficulties with the intern.

Fresno State Professor/Supervisor Responsibilities: The Fresno State Professor/Supervisor will meet with the interns for continued professional development. Activities will include student, professor, and guest presentations, discussion of assigned readings, and case studies. Individual appointments will be utilized to discuss specific case loads, problems, and progress. The Fresno State Professor/Supervisor will maintain regular contact with field supervisors. If feasible the professor will also visit the placement sites at least once during the course of the semester. The Fresno State Professor/ Supervisor will evaluate the intern's verbal and written reports, interventions, consultations, and counseling activities, and the evaluations at termination of the internship/fieldwork placement. The Fresno State Professor/ Supervisor will give the student evaluative feedback as deemed necessary, by written and verbal communication. An internship/fieldwork experience may be terminated by the Fresno State Professor/ Supervisor in consultation with the Field Based Supervisor(s) at any time for probably cause. Reasons for termination include, but are not limited to: problems in interpersonal relationships in the field, unethical conduct, lack of preparation for the experience, and inadequate knowledge and skill level. The student will be given an opportunity to present his/her case to the Fresno State and Field Based Supervisors.

COURSE REQUIREMENTS:

Reports: P – 1.1, 1.2, 1.3, 2.3, 4.2

1. **2 assessment reports** - IEP must be this semester.
 - a) All assessments must contain classroom observations with data.
 - b) All assessments must contain evidence of parental input.
 - c) Reports must be well written and complete, utilizing best practices.
 - d) Note eligibility and limiting factors sections.
 - e) Over the course of 2 semesters you should plan to submit assessments that include the following:
(Indicate which criteria each report meets; reports can meet more than one criteria)
 - One assessment must reflect culturally or linguistic diversity (Indicate the report you are submitting to meet this requirement and HOW culture, language, or diversity impacted the

- assessment. Must be more than “Larry P so gave adaptive measure)
 - One should be of a student assessed for ID or ED; assessments focusing on autism or ADHD may be utilized for the ED or ID categories.
 - One must be an initial special education evaluation
- f) Utilize district templates for assessment reports. Reports are due on dates listed on the schedule. Late reports will not be accepted without prior notification, and points will be subtracted for late reports (see grading section). Reports should meet your district guidelines, but must include background information on student and referral questions, results of intervention, counseling, or assessment, and recommendations. Recommendations should go beyond special education eligibility; these should be appropriate recommendations to assist the student regardless of placement. (If your district template does not include recommendations as part of the report, please include on a separate sheet what you will share with teachers and parents.) *Please remove all individual identifying information. Use only first names or initials or XXX.* All information regarding cases will be strictly confidential among class members.
- g) Reports will not be accepted without an accompanying self reflection on the process.

A – 1.2, 1.3, 1.4, 2.3, 4.2 ASSESSMENT AREA	Points Possible	Points
Rational for reevaluation – <i>must include eligibility category(ies); if initial – referral source</i>	5	
Background – RELEVANT Health, family background. language (ELPAC if ELL), Educational history: schools attended, if retained, recent state test data, discipline, current	10	
Previous interventions (for initials) and assessments (for reevaluations)	5	
Parent contribution – <i>interview for all; rating scales as appropriate. Partial credit if attempts to contact parent are noted even though no contribution available.</i>	5	
Teacher contribution - <i>interview for all; rating scales as appropriate</i>	5	
Observations (Classroom) – two observations for initials; one for reevaluation. <i>Must be conducted in relevant context, must have appropriate data (e.g., # peer interactions, % time on task, % fidgeting and summary statement relating observation to referral question. Testing – observations re the validity of assessment</i>	10	
Assessment (e.g., cognitive, adaptive, social/behavioral, academic/DIBELS) – <i>all relevant areas assessed, appropriate measures used, no unnecessary assessments</i>	10	
Interpretation – <i>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</i>	15	
Eligibility Determination – <i>a. eligibility status IS stated*. b. Rationale for eligibility considers multiple sources of information..</i>	5	
Limiting Factors Statement – <i>included and indication how the assessment considered these factors to decide if they were or were not the primary cause of the learning problem.</i>	5	
Recommendations – <i>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</i>	10	
Reflection - <i>Critical reflection on what went well and what could have been improved in assessment and report, how you felt about the process and IEP.</i>	15	
Minus typos, grammatical errors, names (student or parent) left in	0	
TOTAL	100	

2. **(P – 7.0, 7.2) Family project.** Please complete one of the following: 1. Parent training multi-session – sole or co-presenter. Possible topics: Behavior management, support homework, mental health resources 2. Parent training in-service (e.g. literacy skills for preschoolers, helping your child with homework for ESL parents, home interventions for students with ADHD). 3. Individual intervention utilizing conjoint consultation. Submit a copy of materials for the workshop and social validity data.

(A – 7.2) FAMILY PROJECT – TRAINING OR IN-SERVICE	POSSIBLE
RATIONAL FOR PROJECT – What was/is the need for program.	10
EMPIRICAL SUPPORT FOR PROGRAM (2 reference articles)	20
WORKSHOP/INSERVICE MATERIALS	40
SOCIAL VALIDITY MEASURE	20
YOUR REFLECTION ON EXPERIENCE	10
TOTAL	100

(A- 7.1) FAMILY PROJECT – CONJOINT CONSULTATION	POSSIBLE
RATIONAL FOR INTERVENTION / BACKGROUND	10
EMPIRICAL SUPPORT FOR INTERVENTION (2 reference articles)	10
INTERVENTION MATERIALS	20
PROGRESS MONITORING DATA (Data, graph, PND)	20
SOCIAL VALIDITY MEASURE	10
SUMMARY OF PARENTAL INVOLVEMENT IN INTERVENTION	20
YOUR REFLECTION ON EXPERIENCE	10
TOTAL	100

3. (P – 2.1, 5.2, 9.1, 9.3, 9.4) Program Evaluation. Choose a program in your district that is currently being implemented or one that you would like to implement. This could be a class-wide intervention, group counseling, PBIS, RTI. Compare pre – post data or progress monitoring. Or you could access and work with district data for evaluation system-wide intervention (e.g., RTI, PBIS) data or do some analysis of DIBELS data. Other ideas are welcome!!

Submit a summary that includes the following information.

(A – 2.11, 2.3, 5.2, 9.1, 9.3, 9.4) PROGRAM EVALUATION	POSSIBLE
RATIONAL FOR PROGRAM – What was/is the need for program.	10
BACKGROUND/HISTORY OF PROGRAM at the school for current program. How long has this been implemented, number of students involved, staff required, curriculum. Description for planned program.	10
EMPIRICAL SUPPORT FOR PROGRAM (2 reference articles)	20
YOUR ROLE IN PROGRAM DEVELOPMENT AND/OR IMPLEMENTATION or EVALUATION	20
PROGRAM DATA – For existing programs: What data are available to demonstrate effectiveness of program? DIBELS, progress monitoring, pre-post data? For planned program – what measures would you put in place to document effective outcomes?	20
DATA ANALYSIS – statistical or graphed (actual or planned)	10
YOUR REFLECTION ON PROGRAM on existing program; What are barriers if program does not yet exist.	10
TOTAL	100

Work Logs:

These are to be handed in monthly ON THE DATES LISTED. Use the EXCEL sheet for the cover sheet; please do not calculate by hand. The logs have been designed to allow you to document your work by area; that is, consultation, assessment, etc. This will permit both you and I to maintain a running account of how much time you are spending in each area and to work with your field supervisor to revise your schedule as needed. The goal is to ensure a well-rounded and comprehensive internship experience. **Summary sheets must be turned in electronically by the dates indicated. Daily logs in one electronic file please!**

LOG and SUMMARY SHEET INSTRUCTIONS:

- Log ALL internship related activities, including lunch, driving time, report writing at home, phone calls to parents, supervisors, thesis work, etc. including those completed during evenings and weekends. School psychology is NOT an 8 to 5 job. See table below for average and minimum goals for hours. You should be logging at least 32 hours per week but not more than 200 per month.
- Be sure to log time with field supervisors, consulting with us, and Friday class as supervision. **NOTE: A MINIMUM OF 2 HOURS PER WEEK OF FIELD SUPERVISION IS REQUIRED ALL YEAR!! I will be checking this carefully on logs; a 4 week month must have a minimum of 8 hours field supervision, preferably more the first semester.**
- Also be sure to record home-school and community communication and collaboration; the hours will be a duplicate of another activity but we do want documentation of involvement with families.** You may not have any hours in this category in August, but logging zero hours for home-school communication and collaboration for any month after that will result in a meeting with the professor to make sure you understand what should be included in this category. A second instance of zero hours will involve communication with your field supervisor to determine what needs to change to give you more opportunities to interact with parents.
- Turn in an electronic copy of the EXCEL summary sheet on the 3rd of the next month to both Dr. Wilson and the test librarian. The signed copy of the summary sheet must be turned in by the 5th of the month as

well as the complete daily logs PDFd into one file.

5.

MONTH	PAST AVERAGE	MINIMUM	CUMULATIVE GOAL
Aug.	100	100	100
Sept.	140	130	230
Oct.	175	130	360
Nov.	135	110	470
Dec.	110	100	570
Jan.	120	110	680
Feb.	135	130	810
March	155	130	940
April	135	130	1070
May	150	130	1200
June	40	50	1250
TOTAL	1395	1250	

Workshop Report:

Interns are required to attend a **one day** (or 2 half days) workshop or in-service each semester. Please hand in a one page summary of the professional development activity attended and relevant handouts the next class after the workshop. Be prepared to share the information with the class.

Performance Evaluations:

You will need to obtain evaluations of your internship work from your supervisor, an administrator, 2 teachers and a parent. You are to obtain recommendations from different administrators, teachers, and parents EACH semester. You need to have evaluations from ALL field supervisors EACH semester. These are due prior to finals week so that we might review them with you during finals week. A university supervisor will visit your internship site at least once during the semester and will maintain contact with your local supervisor. We are always available (during office hours or by appointment) for advice, problem-solving, reality-testing, and encouragement.

Site Visit: This is a time for you to show your school site; plan to give me a tour and introduce me to the people you work with (e.g., principal, RSP teacher, counselor). Dress appropriately, even if the visit is on a Friday. Schedule a time (15-30 minutes) for the university supervisor to have a private meeting with your field supervisor(s). Make sure I have accurate directions, parking instructions, etc.!!

Weekly Assignments

On weeks we do not meet on campus, there will be assignments.

GRADING	
Submission of work logs according to the class schedule (10/month)	50
Workshop report	10
Submission of assessment reports (2@100 pts)	200
Family Project	100
Program Evaluation	100
Continuing Professional Development paper	15
FAR Protocol and reflection	50
Role as Mental Health Provider paper	15
Community resources	10
Evaluation forms (teachers, parent, administrator, and field supervisor) (5@ 10)	50
Total	600

Grading: The course is graded. 90-100% = A; 80 - 89% = B; 70-79% = C; 60% or below = F

- Logs and reports are due in class on the date assigned.
- Points will be subtracted for grammatical, spelling, or punctuation errors. Errors in scoring or interpretation of assessment results indicate carelessness or that additional practice and training are needed; concerns will be discussed with the intern and at least one additional report required. Rewriting and resubmission of reports may be required.
- All interns should demonstrate experience with assessment of SLD, ID, and ED over the course of years 2 and 3 in the program.

Subject to change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

CALENDAR OF EVENTS

<p>1/17 Class</p>	<p>CVA-CASP Workshop 8:30-11:30 –Writing IEPS - Diagnostic Center WELCOME BACK! Semester overview. 11:30-12:00 ASSIGNMENT: Update information on Field Supervisor(s) and schedule of school(s) with phone numbers / emails. (Changes only)</p>
	<p>Graduation Application Period: January 17 – 31: Application period for a degree to be granted in Spring 2020. Application is online (see below) Apply for graduation online at your Student Center http://www.fresnostate.edu/academics/gradstudies/requirements/graduation.html A \$35.00 non-refundable graduation application fee is required.</p>
<p>1/24</p>	<p>No class meeting on campus ASSIGNMENT: Reading for Feb. 7. (1 – 5.2) Castillo, J., & Curtis, M. (2014) Best practices in systems-level change. In P. Harrison & A. Thomas (Eds.), <i>Best Practices in School Psychology –Systems Level Services</i> (pp. 11-28). Bethesda, MD: National Association of School Psychologists</p>
<p>1/31 Class</p>	<p>TOPIC: Feiffer Assessment of Reading (FAR) presentation by Tristen Kuizenga Check Adv. Forms for consistency with transcript. ASSIGNMENTS: Check out FAR kits. Administer one FAR by March 27. READING FOR Feb 7: Song, S., Anderson, J., & Kuvinka, A, (2014) Best practices in conducting school-based action research. In P. Harrison & A. Thomas (Eds.), <i>Best Practices in School Psychology –Foundations</i> (pp. 257-264). Bethesda, MD: NASP</p>
<p>2/7 Class</p>	<p>TOPIC: Discussion of system change and program evaluation. Schedule site visits for March.</p>
<p>2/14</p>	<p>No Class on campus ASSIGNMENT: Submit plans for program evaluation and family project via email. 1-2 paragraphs each.</p>
<p>2/21 NASP</p>	<p>No Class on campus – NASP in Baltimore!! Assignment: CPD - Write a 1-2 page paper on how you plan to continue your own professional development over two years following graduation: consider personal goals re specialization, professional memberships, local training opportunities, self study, online offerings, finding a mentor and peer support groups, NCSP requirements, arguments to your district for travel to NASP© Armistead, L., (2014). Best practices in continuing professional development for school psychologists. In P. Harrison & A. Thomas (Eds.) <i>Best practices in school psychology-Foundations</i> (pp. 611-626).</p>
<p>2/28 Class</p>	<p>TOPICS: 1. NASP sharing 2. Discussion of plans for Continuing Professional Development.</p>
<p>3/ 6 Class</p>	<p>TOPIC: Guest speakers: Central Valley Regional Center Site discussion and cases for sharing ASSIGNMENTS: Report # 1</p>
<p>3/13</p>	<p>No CLASS on campus Applicant Interview Day (Need volunteers for am and pm)</p>
<p>3/20 CASP</p>	<p>No CLASS on campus (P – 4.0) Assignment: 2 page paper on our role as mental health professionals: Consider the following articles. Compare goals /ideals, training, and your experiences. Resource articles available on Canvas: Hanchon, T. A., & Fernald, L. N. (2013). The Provision of Counseling Services among School Psychologists: An Exploration of Training, Current Practices, and Perceptions. <i>Psychology in the Schools</i>, 50(7), 651–671. https://doi-org.hmlproxy.lib.csufresno.edu/10.1002/pits.21700</p>

	School Psychologists: Qualified Health Professionals Providing Child and Adolescent Mental and Behavioral Health Services. (cover story). (2015). <i>Communique (0164775X)</i> , 44(1), 1–25
3/27 Class	(P – 2.2, 7.1) TOPIC: Community Mental Health Resources. Assignment: Bring information and brochures to share with your cohort on a community mental health resource. (Please coordinate to avoid duplication) ASSIGNMENTS: FAR protocol (copy?) due. Please comment on ease or challenges of administration, utility for eligibility or IEP goals, and if you would recommend this to your district.
4/3	No class on campus Assignment: Aliva, A., Newman, D., & Guiney, M (2014). Best practices in early career school psychology transitions. In Harrison and Thomas (Eds.) <i>Best practices in school psychology: Foundations</i> , pp. 553-566. Bethesda, MD: NASP.
4/10	No Class – Spring Break
4/17 Class	TOPIC: All present program evaluation project. 10 minutes each. Email to me by 7 am please. ASSIGNMENT: Turn in program evaluation summary .
4/24	No CLASS on campus ASSIGNMENTS: Report # 2
5/1 Class	TOPIC: All present family project (10 minutes each). Email to me by 7 am please. ASSIGNMENTS: Turn in family project summary . April logs; turn in evaluations prior to scheduled meeting. Class photo in robes at 12:30 in courtyard!!!
5/8 Class	Eval meetings - All evals and course materials due. Review list of accomplishments and personal goals for internship. NCSP Paperwork: You should complete your part of the form bring it to me for my signature. Available on the NASP website.
5/11-14	FINALS WEEK. Regardless of the number of hours or the fact you have graduated, you must turn in logs until you have completed internship (e.g., May and June).
5/15	Hooding ceremony

May 15: Master's Degree Clearance Forms due in the Graduate Office for spring graduates. All course paperwork must be on file.

Graduation Checklist

- File for graduation.
- Order robe and hood
- All evaluations from field supervisors, teachers, administrator, parents due
- All course materials turned in prior to evaluation appointment.
- NASP Portfolios due at final evaluation appointment
- Master's Degree Clearance Forms** due in the Graduate Office for spring graduates. Students need to initiate the Clearance Form. All course paperwork must be on file. **DUE DAY OF HOODING**

CREDENTIALS AND CERTIFICATES

- PPS Credential:** I will complete my part (That is the **Program Completion Form*** referred to in the PPS application material.) after I have received all logs (i.e., May and June) and grades. You may turn in your portion to the credentials office after graduation. You will receive a temporary letter indicating approval for the PPS from the credential analyst. You will get the actual PPS Credential when your degree is posted – approximately 4-8 weeks after graduation.
- Complete the FRESNO STATE 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.

CLEAR PPS: SCHOOL PSYCHOLOGY

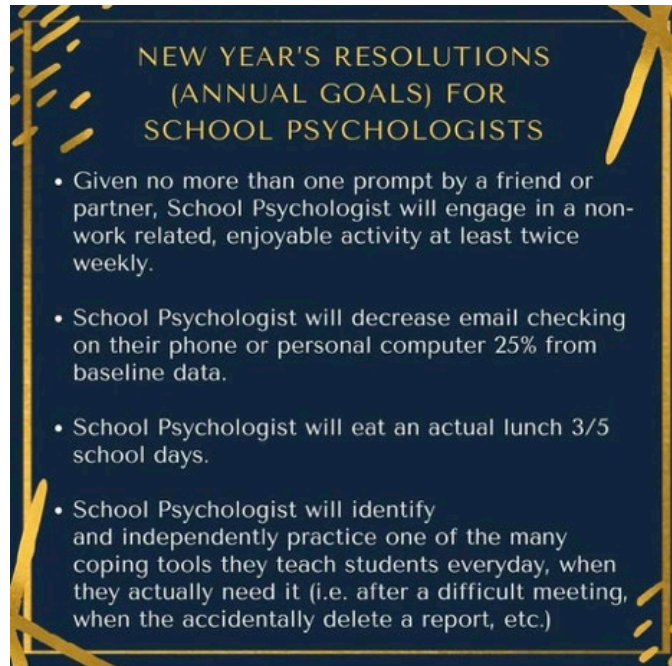
- a. Copy of CBEST.
- b. **Signed program completion form from the Psychology department (See above*).**
- c. Proof of fingerprint clearance through the Commission on Teacher Credentialing. Submit a copy of your Certificate of Clearance or emergency permit.
- d. Fresno State transcripts with all grades and Ed.S degree posted. Unofficial transcripts are acceptable.
- e. \$25.00 **money order/cashier's check** payable to FRESNO STATE (non-refundable processing fee.) Print your name and FRESNO STATE 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

Questions – contact Sherri Nakashima at sherrin@csufresno.edu

Nationally Certified School Psychologist

- NCSP forms** available on the NASP website. Complete and bring/send to me for signatures at evaluation meeting.
- http://www.nasponline.org/certification/becoming_NCSP.aspx



University Policies

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).

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." Computers will not be used in class except as approved by the professor.

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 in class except in case of family emergency. Food will not be eaten in class unless this is part of a treat for the entire class.

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/fagcopyright.pdf>

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.

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.

SCHOOL PSYCHOLOGY INTERN EVALUATION
 CALIFORNIA STATE UNIVERSITY, FRESNO
 Field Supervisor Form

Intern: _____ Date: _____

Field Supervisor: _____

Placement: _____

Circle the number corresponding to the observed behaviors according to the following scale:

4. Exemplary

Demonstrates the highest level of knowledge, competence, and understanding that clearly exceeds the independent expectations of an intern and can function with minimal supervision required.

3. Accomplished

Exhibits evidence of knowledge, competence, understanding that exceeds expectations for a beginning pre-service intern, but not yet able to practice without occasional or more on-going supervision.

2. Emerging

Displays competence that meets expectations for a beginning pre-service intern but not yet at an initial professional level and still requires on-going supervision.

1. Not Met

Competence below the level expected of an intern, or minimal or no competence noted

NA = No opportunity

Consultation and Behavioral Intervention Skills (P, A 2.0)					
1.	Intern works with teacher as consultee to identify target problem. (P, A 2.1)	1	2	3	4 NA
2.	Intern works with parent/family as consultee to identify target problem. (P, A 7.0)	1	2	3	4 NA
3.	Intern considers culture when developing interventions. (P, A 4.0, 8.0)	1	2	3	4 NA
4.	Intern works with consultee to analyze baseline data, develop intervention plan and helps obtain necessary materials. (P, A 2.0, 6.1, 9.1)	1	2	3	4 NA
5.	Intern follows up on progress of intervention regularly; modifies as needed. (P, A 1.5, 3.4, 4.4,)	1	2	3	4 NA
6.	Intern displays skills in using technology to monitor progress and graph results. (P, A 3.4, 4.4, 9.4)	1	2	3	4 NA
7.	Intern utilizes data for intervention evaluation; makes plans for maintenance and generalization. (P, A 4.2, 9.0, 9.1)	1	2	3	4 NA
8.	Intern displays knowledge of biological, cultural, developmental, and social influences on behavior. (P, A 4.0, 7.3, 8.1)	1	2	3	4 NA
9.	Intern displays knowledge of behavioral assessment and techniques. (P, A 4.0)	1	2	3	4 NA
10.	Intern implements and evaluates prevention programs. (P, A 6.0, 6.1, 6.2, 6.3, 6.5)	1	2	3	4 NA
11.	Intern is involved with school-wide multi-tier behavior support models. (P, A 1.6, 2.3, 4.4, 5.2, 6.6, 8.3)	1	2	3	4 NA
Assessment and Academic Interventions (P, A 3.0)					
12.	Intern displays knowledge of biological, cultural, developmental, and social influences on development and learning. (P, A 3.0)	1	2	3	4 NA
13.	Intern selects appropriate assessment measures. (P, A 1.0, 1.3)	1	2	3	4 NA
14.	Intern is skilled in individual assessment (e.g., cognitive, academic, memory (P, A 1.0, 1.1, 1.2)	1	2	3	4 NA
15.	Intern displays appropriate use and interpretation of adaptive and behavior rating scales. (P, A 1.0, 1.1, 1.2)	1	2	3	4 NA
16.	Intern incorporates assessment of the instructional environment. (P, A 3.0, 3.2, 3.3)	1	2	3	4 NA
17.	Intern is skilled in observations of students. (P, A 1.0)	1	2	3	4 NA

18.	Intern displays ability to integrate information and make recommendations. (P, A 1.2, 1.4, 9.2)	1	2	3	4	NA
19.	Intern uses data to develop academic interventions. (P, A 3.0, 3.1,3,2, 9.3, 9.4)	1	2	3	4	NA
20.	Intern follows up on progress of intervention and modifies as needed. (P, A 3.0, 3.4)	1	2	3	4	NA
21.	Intern participates in system-wide academic data collection and development, and/or evaluation of academic intervention programs. (P, A 5.0, 5.1)	1	2	3	4	NA
Therapeutic Skills (P, A 4.0, 6.0)						
22.	Intern is skilled in assessment of social and emotional development. (P, A 1.0, 1.1, 1.2, 4.2, 4.3)	1	2	3	4	NA
23.	Intern selects appropriate counseling techniques. (P, A 4.0, 4.4)	1	2	3	4	NA
24.	Intern establishes clear communication with parents and teachers about counseling process. (P, A 2.1, 7.3)	1	2	3	4	NA
25.	Intern establishes rapport with students. (P, A 4.4)	1	2	3	4	NA
26.	Intern develops goals and objectives for counseling and evaluates progress. (P, A 4.4)	1	2	3	4	NA
27.	Intern displays skills in conducting groups. (P, A 4.4)	1	2	3	4	NA
28.	Intern is sensitive to cultural and linguistic diversity of students and families (P, A 8.0, 8.2)	1	2	3	4	NA
29.	Intern is utilizes school and community resources to aid students and families. (P, A 2.2, 7.0, 7.1)	1	2	3	4	NA
30.	Intern participates in threat assessments and crisis interventions. (P, A 6.0, 6.4, 6.6)	1	2	3	4	NA
Legal , Ethical, and Professional Behaviors (P, A 10.0)						
31.	Interns displays knowledge of legal procedures and proper forms. (P, A 10.0, 10.2)	1	2	3	4	
32.	Intern reports are completed ahead of time, thorough and well organized. (P, A 10.3)	1	2	3	4	
33.	Intern contributes to staffing conferences and IEP meetings. (P, A 2.1)	1	2	3	4	
34.	Intern demonstrates confidentiality and ethical behavior in counseling. (P, A 10.0, 10.1)	1	2	3	4	NA
Professional Characteristics (P, A 10.3)						
<i>4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable</i>						
a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4	
b.	Working relationship with administrators and other professionals.	1	2	3	4	
c.	Communication with parents.	1	2	3	4	
d.	Rapport and respect with students.	1	2	3	4	
e.	Professional dress.	1	2	3	4	
f.	Responds appropriately to feedback	1	2	3	4	
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4	

What would you consider to be the intern's major strengths?

In what areas could the intern show improvement?

In what area(s) has progress been most marked during internship?

Other comments relevant to evaluation of this student's practicum experience.

(Supervisor) (Date)

(Intern) (Date)