California State University, East Bay
Department of Educational Psychology

PPS Cluster Professors:

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Dr. Jack Davis
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Revised 3-2011
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Dear School Psychologists-in-Training,

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

Please carefully read the contents of this handbook. It outlines academic, professional, and ethical expectations for trainees. Further, the Handbook provides the information and background you will need to be successful in your transition from student to professional. You will be asked to review the Expectations for Ethical Professional Behavior and to sign the Conditions for Acceptance and Credentialing as evidence of your commitment to your professional growth.

Our Program Faculty’s task is to provide instruction, feedback, and support in your pursuit of academic and professional excellence. Your role is to be proactive in your learning. If you have questions or concerns about a course, placement, or training challenge, please take time to talk with your instructor. If you have questions or concerns about the Program, talk with your Coordinator.

Finally, I encourage you to learn from your peers, professors, supervisors, and service communities. The Handbook offers a beginning for you to learn about your academic training; your effort and commitment will be critical in developing professional identity and excellence in the field.

Best Wishes,

Greg Jennings, Ph.D.,
Coordinator, Clinical Child/School Psychology Program
CONCEPTUAL FRAMEWORK OF THE CLINICAL CHILD/SCHOOL PSYCHOLOGY PROGRAM

Philosophy and Principles of Training

The Clinical Child/School Psychology Program at CSUEB is committed to a training philosophy that promotes the educational and social-emotional development of children, families and communities. Thus we consider it essential that each of our students should develop sound professional values in concert with the acquisition of professional knowledge. An ecological human development perspective and collaborative consultation skills are emphasized with the understanding that the ability to work collaboratively with families, teachers and communities is critical to helping children succeed. As a fundamental principle of ethical practice, assessment and intervention skills are inextricably linked throughout the curriculum. Program development and evaluation skills are also emphasized, in order to ensure that our graduates are well prepared to promote effective system-level intervention programs for meeting the needs of children, schools, families and communities.

Multicultural issues are addressed as an integral and essential component of every course we offer. It is the mission of our department, our school and our university to prepare leaders for a diverse society. It is also the explicit goal of the Clinical Child/ School Psychology Program to prepare our students to work effectively with children and families across the full spectrum of culture, ethnicity and individual differences. Our program is also building training experiences that emphasize skills in cultural competency.

Together with other programs within our department, we have recently undertaken the development of an integrated services training model, in which students from various specialization areas (e.g. school counseling students, school psychology students, marriage/ family therapy students, special education students) are proportionately represented in certain core courses. Our goal is to provide a core of shared learning experiences that will enhance the kinds of knowledge and skills needed for collaborative work in school-based, community settings.

Program Overview

The program is strongly field-based, with course assignments specifically designed to be carried out in field settings. Great effort is devoted to providing students with experiences that are most appropriate to their particular level of readiness, with the difficulty and complexity of assignments increasing steadily as students’ progress through the program and grow in their training. Each course is specifically designed to include field site applications. The student is required to complete a related project in the field setting, in conjunction with readings, lectures and discussions of specific areas of knowledge and application. In this way, the student is able to demonstrate the kinds of knowledge, skills and core values that are central to the philosophy of the program.

All courses are programmed in hierarchical sequence, in order to encourage students to structure their knowledge in a constructive (and re-constructive) manner. Thus, from the point of
admission to the point of graduation, every student completes a hierarchically organized sequence of courses. Each course is designed to address specific requirements and standards, as consistent with state and national criteria for excellence.

The Clinical Child/School Psychology program at CSUEB is designed and coordinated in accordance with the theme and vision of the College of Education and Allied Studies (CEAS) and the Department of Educational Psychology.

**Theme:** Preparing leaders committed to social justice and democracy.

**Vision:** We will be a school exemplifying the ideals of social justice and democracy, distinguished by excellence in teaching, vibrant programs and graduates who are powerful forces in their communities.

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**Clinical Child/School Psychology Mission**

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

**Values**

Aligned with CEAS, we focus on professional membership, engagement, identity development, and systems change that supports learning power.

**Implementation**

Aligned with CEAS, our cohort programs integrate coursework, clinical training, and fieldwork/internship.

**Outcomes**

Our graduates will demonstrate:

- Knowledge, skills, and dispositions aligned with professional standards to implement research-based programs to achieve equitable learning outcomes and the well-being of all students.
- The ability to create environments, systems, and practices in which culturally competent practices are guided by respect, dignity, trust, and fairness.
- The ability to work collaboratively within systems as change agents who promote democratic engagement and seek to create socially just solutions.
- The ability to identify social injustices and the courage and commitment to engage in action and advocacy to redress them.
- The ability to implement data-based decision making, collaborative problem solving, assessment linked to intervention, & family/school-based services.

**Philosophy**

Our philosophy focuses on results-based, action-oriented practices associated with professional excellence, standards, and research-based programs directed toward reducing the achievement gap and the asset gap, while enhancing the learning power of all students.

**Assessment**

We utilize data from Professional Practice Portfolios, field-based projects, results-based practices, national certification examinations and additional sources to inform program accountability and continuous program improvement.

**Knowledge Base**

**Framework Evaluation**
Program Evolvement

The School Psychology Program was formally introduced as a distinctive course of study within the Department of Educational Psychology in 1972, and was submitted to the Teacher Preparation and Licensing Board as an experimental program in anticipation of the Ryan Act. Following its first formal approval under the Ryan legislation in 1976, the program has been revised many times in response to the changing needs of schools, families and children. Our students have been strong allies in this evolving process of program revision, as have our on-site supervisors, our district employers, our Program Advisory Boards and other constituent groups.

The program gathers annual and quarterly data (Fall, Winter and Spring) from students, recent graduates, supervisors and other members of the professional community. Results of these data are then used to guide program modification and improvement. As part of a major revision in 1992, the program was expanded to include a third year of full-time (1200 hour) internship experience. In 1995, the program was granted full approval by the National Association of School Psychologists (NASP).

The Knowledge Base of the program includes theory and research in each of the following areas:

- Development Psychology
- Ecology of Human Development
- Cognitive-Behavioral Psychology
- Resiliency
- Neuropsychology
- Foundations of Counseling
- Family Systems Psychology
- Individual Differences
- Cultural and Linguistic Influences
- Law and Ethics

The underlying Values and Assumptions of the program are reflected in the program’s focus in the following areas of curricular emphasis:

- Resiliency and Strength-Based Support
- Child and Family Advocacy
- Family/School/Community Collaboration
- Cultural Equity and Pluralism
- Primary Prevention and Early Intervention

The kinds of Skills, Knowledge, and Attributes which the program intends to promote in its students include the following:

- Program Development and Evaluation Skills
- Data-Based Decision Making
- Problem Solving Skills
- Consultation and Collaboration Skills
• Assessment/ Intervention Skills
• Skills in Linking Assessments to Interventions for both the Individual and System Levels
• Alternative and Bilingual Assessment/ Intervention Skills
• Awareness and Understanding of Diversity in Communities and Schools

Program Prerequisite

For admission to the program, applicants must complete six prerequisites. These courses must be completed with a grade of B or better prior to beginning the program.

1. Learning (3 units); PSYC 4210
2. Statistics (3 units); STAT 1000
3. Personality (3 units); PSYC 4610
4. Abnormal Psychology (3 units); PSYC 4410
5. Human, child, or Adolescent Development (3 units); PSYC 4420
6. Psychological Tests (3 units); PSYC 3200

Cohort

The program uses a cohort system. A "cohort" is a group of professionals who enter, move through, and graduate from the program in the same group, at the same time. Cohorts foster learning communities where professionals-in-training from both School Counseling and School Psychology take core courses together and support each other in Intervention, Consultation, Assessment, Research, and Education (I CARE).

Faculty

Faculty members in the Department of Educational Psychology have expertise in strength-based intervention, social-emotional and cognitive behavioral intervention and assessment, neuropsychological assessment of learning disabilities, child therapy, and consultation.

**CCSP Core Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Research Focus</th>
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</thead>
<tbody>
<tr>
<td>Jack Davis, Ph.D.</td>
<td>(Department Chair)</td>
<td>Dyslexia, Nonverbal learning disorders, Learning disability, Neuropsychology</td>
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<tr>
<td>University of California, Berkeley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greg Jennings, Ph.D.</td>
<td>(Program Coordinator)</td>
<td>Youth resiliency and external asset inequities among minority students</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oanh Tran, Ph.D.</td>
<td></td>
<td>Social and emotional learning, Response to Intervention (RtI), Functional assessment</td>
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<tr>
<td>University of Oregon</td>
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**Associated Pupil Personnel Services (PPS) Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Research Focus</th>
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<tbody>
<tr>
<td>Rolla Lewis, Ed.D.</td>
<td>(Counseling Program)</td>
<td>Resilience, Systems change, Wellness, Professional identity development</td>
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<tr>
<td>University of Wyoming</td>
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</tr>
<tr>
<td>Janet Logan, Ph.D.</td>
<td>(Counseling Program)</td>
<td>Marriage and Family Therapy (MFT), Play therapy, Ethics and law</td>
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<tr>
<td>University of Wyoming</td>
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### Coursework Matrix: Sample Sequence of Courses

<table>
<thead>
<tr>
<th>YEAR I: FALL QUARTER</th>
<th>EPSY 5610</th>
<th>Microcounseling</th>
<th>2.0</th>
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<tr>
<td></td>
<td>EPSY 6500</td>
<td>Cognitive Behavior Therapy</td>
<td>4.0</td>
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<td>EPSY 6758</td>
<td>Report Writing</td>
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<td>EPSY 6670</td>
<td>Field Work Group Sup I</td>
<td>3.0</td>
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<tr>
<td></td>
<td>EPSY 6720</td>
<td>Cognition Theory &amp; Assess</td>
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<td></td>
<td>EPSY 6750</td>
<td>Foundation of Counseling</td>
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<tr>
<td></td>
<td>EPSY 6765</td>
<td>Psy-Couns Services</td>
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<td><strong>Total Units</strong></td>
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<table>
<thead>
<tr>
<th>YEAR I: WINTER QUARTER</th>
<th>EPSY 6302</th>
<th>Individual Development</th>
<th>4.0**</th>
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<tr>
<td></td>
<td>EPSY 6752</td>
<td>Cross-Cultural Counseling</td>
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<td>EPSY 6620</td>
<td>Grad Seminar II</td>
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<td>EPSY 6671</td>
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<td></td>
<td>EPSY 6911</td>
<td>Development Assessment</td>
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<tr>
<td></td>
<td>EPSY 6301</td>
<td>Pediatric Psychology</td>
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<tr>
<th>YEAR I: SPRING QUARTER</th>
<th>EPSY 6746</th>
<th>Neuropsych. of Learn Dis.</th>
<th>4.0</th>
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<tbody>
<tr>
<td></td>
<td>EPSY 6400</td>
<td>Family Therapy</td>
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<tr>
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<td>EPSY 6630</td>
<td>Grad Seminar III</td>
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<tr>
<td></td>
<td>EPSY 6672</td>
<td>Fieldwork Group Sup III</td>
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<tr>
<td></td>
<td>EPSY 6403</td>
<td>Child Therapy</td>
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<tr>
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<td>EPSY 6786</td>
<td>Child Abuse Assessment</td>
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<td><strong>Total Units</strong></td>
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<th>YEAR II: FALL QUARTER</th>
<th>EPSY 6669</th>
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<td>EPSY 6810</td>
<td>Adv Grad Seminar I</td>
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<td></td>
<td>EPSY 6785</td>
<td>Law and Ethics</td>
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<td></td>
<td>EPSY 6770</td>
<td>Adv Fldwork Group Superv I</td>
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<td></td>
<td>EPSY 6025</td>
<td>Child Psychopathology</td>
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<td>EPSY 6764</td>
<td>Intervention/Program Dev.</td>
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<td></td>
<td>EPSY 6788</td>
<td>Domestic Abuse Counseling</td>
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<tr>
<th>YEAR II: WINTER QUARTER</th>
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<th>Group Counseling</th>
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<td>Adv Grad Seminar II</td>
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<td>EPSY 6406</td>
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<td>EPSY 6771</td>
<td>Adv Fldwork Group Sup II</td>
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<td>EPSY 6912</td>
<td>Personality Assessment</td>
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<tr>
<td></td>
<td>EPSY 6205</td>
<td>Adv Pupil Personnel Service</td>
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<td>EPSY 6772</td>
<td>Adv. Fldwork Group Sup III</td>
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<td>EPSY 6029</td>
<td>Chemical Dependency</td>
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<td></td>
<td>EPSY 6023</td>
<td>Research</td>
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<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

| YEAR III: FALL QUARTER | EPSY 6880 | Internship Supervision | 15.0 |
|                       |           |                      |     |

| YEAR III: WINTER QUARTER | EPSY 6880 | Internship Supervision | 15.0 |
|                        |           |                      |     |

| YEAR III: SPRING QUARTER | EPSY 6880 | Internship Supervision | 15.0 |
|                        |           |                      |     |

**TOTAL PROGRAM UNITS** = **164**
**Note: Sequences will vary based on necessary Program Scheduling.**

*These courses are taken in orientation workshops prior to fall quarter

**These courses are integrated

***These courses are both integrated and taken in a workshop prior to fall quarter
FIELDWORK EXPERIENCE

Practica and Culminating Field Experience

Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation; (b) wellness promotion; (c) counseling and crisis intervention; (d) individual assessment; (e) educational planning and evaluation; (f) program planning and evaluation; and (g) research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools.

During the culminating field experience, School Psychology Internship, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

In addition to the fieldwork hour requirements for the first and second years of the program, which total approximately nine hundred (900) hours (see Hour Requirements for Fieldwork, Advanced Field Work, and Internship), the Internship shall include a minimum of 1200 hours of supervised training.

a) A minimum of eight hundred (800) clock hours must be completed in a preschool-through-twelfth-grade setting, in which the intern provides direct and indirect services to pupils. Up to, but no more than, four hundred (400) clock hours of internship experience may be acquired in non-public-school setting (e.g., private, state-approved educational program settings involved in education of pupils, or relevant educational research or evaluation activities.

b) At least two hundred (200) clock hours of the intern’s total fieldwork experience must be accrued in a setting that is different from the student’s primary setting. For example, if a student has earned most of his/her hours in an elementary school (her/his primary setting), it is required that (s)he also earn at least two hundred (200) additional hours in a middle school, high school or pre-school.

Fieldwork Hour Minimum Requirements

I. Fieldwork: First year of program

School Site Fieldwork (1 ½ days)
Twelve hours per week (1 ½ days) for three academic quarters ............. 360

Community Counseling Center Fieldwork
Four hours per week (½ day) for three academic quarters ................. 120

II. Advanced Fieldwork: Second year of program

School Site Advanced Fieldwork
Sixteen hours per week (2 days) for three academic quarters ............ 528
III. Internship: Third year of program

School Site Internship
Full-time internship (4-5 days per week) for three academic quarters . . . . . . . . 1200

Placements

Trainees have the option to select their own placements from a list of available (pre-selected) schools where program students have been placed or trainees (second year students and beyond) may “pioneer” new placements. Students who pioneer at a new school (not currently on the list) will independently contact the school and meet with appropriate administrative personnel to develop a placement agreement and identify a field supervisor, who has been credentialed at least 3 years.

Once a placement has been identified and agreed upon by the Department, District, and Trainee, the Trainee should (1) complete a Practicum Information form (see page 45) and (2) complete a Three-way Agreement form for the current academic year (see pages 50-52). Trainees are required to complete a Practicum Information form as soon as a placement has been secured (e.g., Second Year Spring quarter for the following year). The Practicum Information Form is a preliminary agreement between the Department, District, and Trainee. Trainee should submit the Information form to the Program Coordinator and provide a copy to the University Supervisor. Trainees are also required to complete a Three-Way Agreement form that represents a formal placement agreement between the student, the school district or agency, and the University. Any changes to the Information sheet (e.g., district, school, supervisor), requires consultation and approval from Program Coordinator.

To practice professionalism and ethical standards, trainees are required to discuss and consult with the Program Coordinator of any concerns related to field placements. Concerns will be closely monitored by Coordinator and discussed with the Field Supervisor. A collaborative, problem-solving model is emphasized to ensure appropriateness and success in field placements. Trainees are prohibited to change districts, schools, or field supervisors without prior approval from the Coordinator. Any changes in placement will require careful review by PPS Faculty, along with Field Supervisors with consideration to legal, ethical, and dispositional standards.

Supervision (NASP’s Position Statement)
http://www.nasponline.org/about_nasp/pp_supervision.aspx

"an ongoing, positive, systematic, collaborative process between a school psychologist and school psychology supervisor that focuses on promoting professional growth and exemplary professional practice leading to improved performance of all concerned-school psychologist, supervisor, students, and the entire school community" (p.1) National Association of School Psychologists’ Supervision Work Group (1998)

Supervision of educators is essential to school improvement and student success. Through professional supervision, the practices of administrators, teachers and support personnel are observed, monitored and evaluated to assure implementation of appropriate and up-to-date
services. Supervision serves to protect the public and improve educational outcomes. Therefore, it is essential that all school practitioners have access to knowledgeable professional supervision.

Contracts

All field placement sites must be covered by a formal University contract (MOU) that is renewed at three-year intervals. The MOU is between the School District and University. In order to collect fieldwork credit toward certification and MFT licensure, students must make sure with their districts that a contract (MOU-Memo of Understanding) is in place and current. A list of current contracts is available upon request.

Professional Orientation

School psychologists-in-training are directed to develop an explicit professional disclosure statement regarding their orientation, scope of services, duty to report, etc. Trainees represent the Program and must uphold the Program’s professional expectations at all times in school and therapeutic settings, with clients, and other professionals. Students will be asked to complete self dispositions and skills evaluation forms annually. Additionally, students may be asked to meet with faculty to address dispositions and develop professional goals for monitoring.

Professional Dress and Presentation Policy

As a professional-in-training, you are in a more powerful position to advocate for students if you are not distracting others by your appearance and presentation. Appropriate attire in class and in schools provides an atmosphere of professionalism and inspires confidence in our ability to learn and deliver services. Be mindful of how others see you and how your personal presentation impacts your relationship with others. Professionals-in-training represent CSUEB and the program in the community.

Basic expectations around professional dress:

- No strings, No straps, No Cracks
- No hats
- No sagging
- No low-cut shirts or short skirts
- No spiked heals or flip flops
- No strong cologne or perfume
- Reduce or cover piercing and tattoos
- Collared shirts for men—not T-shirts
- Blouses long enough to cover; no exposed skin when reaching up to write on the board
- If the professional-in-training is not clear as to what constitutes professional dress, confer with a University faculty member.

Basic expectations around chewing gum, cell phones, and standard English:

- Do not chew gum. Although some students with ADHD will be encouraged to chew gum, professionals are not.
- Turn your cell phone off when you are on campus.
- Be aware of how your language register (dialect and usage) impacts others. Use professional language; avoid or minimize your use of vernacular or “street language.”
It is a matter of ethical practice!

Refer to American Counseling Association Codes that Apply to Professional Dress

A.1.a. Primary Responsibility: The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

A.4.a. Avoiding Harm: Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values: Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals. Counselors respect the diversity of clients, trainees, and research participants.

A.6.a. Advocacy: When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.
PPS Professional Dispositions and Clinical Aptitudes
California State University, East Bay
See Disposition/Aptitude Rubric for a description of how each area is demonstrated.

Professional Dispositions

1. Integrity
Student is honest and ethical in dealing with people and situations. In addition, she/he is consistent and sincere. She/he understands, and abides by, ethical codes of conduct for the profession.

2. Empathy
Empathy is the ability to understand another person's feelings or perspective and to effectively communicate appropriate caring. Empathy requires sensitive, non-judgmental responses that reflect attention to others’ motives, intentions, values, and needs.

3. Commitment to Social Justice and Democracy
Student has a commitment to respect and value cultural diversity and individual differences. She/he is committed to supporting those who seek services without discrimination or prejudice. Student demonstrates cultural competence in working with individuals of diverse backgrounds and life styles.

4. Flexibility and Resourcefulness
Student is Not rigidly bound to one way of viewing the world or any situation. He/she is able to adapt to changing conditions of a situation. He/she also is able to be resourceful in finding or generating innovative solutions, given limited resources.

5. Tolerance for Ambiguity
The student shows ability to appropriately accept uncertainty. Student can look beyond the concrete concepts and communications and understand that there might be multiple meanings and expectations for situations.

Clinical Aptitudes

1. Accepting Feedback
The student is able to hear feedback without defensiveness. He/she makes mistakes and incorporates suggestions from supervisors and instructors to correct or improve performance.

2. Awareness of one's impact upon others
The student is aware of the impact of physical presence and verbal/ non-verbal communications upon others.

3. Active engagement in personal and professional growth
The student actively embraces personal and professional growth. This involves the desire and willingness to learn and to accumulate personal, professional, and academic knowledge and skill.

4. Collaboration, support, leadership
The student is able to be a supporter as well as a leader in collaborative teamwork.

5. Appropriate risk taking and acceptance of learning challenges
The student demonstrates willingness to take appropriate risks and accept the challenges of new learning.

6. Ability to interact with others without inappropriate intrusion of personal ego needs
The student recognizes his/her social emotional needs and does not let these needs interfere with professional work with clients, professionals, or other students.

7. Understanding of cultural and diversity factors as they impact counseling and human interactions
The student seeks to understand the clinical/professional implications of differences in race, culture, gender, language, sexual orientation, and physical-, mental- & emotional challenges.
# PPS Professional Dispositions and Clinical Aptitudes Rubric

**Area** | 1 | 2 | 3 | 4
--- | --- | --- | --- | ---
**Professional Dispositions**

1. **Integrity**

   Student is honest and ethical in dealing with people and situations. In addition, she/he is consistent and sincere. She/he understands, and abides by, ethical codes of conduct for the profession.

   - Words and actions are, at best, insincere or insensitive. At worst, words and actions are inconsistent with basic professional and ethical guidelines.
   - Shows beginning levels of trustworthiness, given demanding role expectations. Demonstrates need for continued efforts to improve the consistency of professional practice to meet expectations of training goals.
   - Demonstrates ability to respond honestly and professionally in ethical dilemmas.
   - Demonstrates understanding of differences between ethical and legal requirements for appropriate behavior.

2. **Empathy**

   Empathy is the ability to understand another person's feelings or perspective and to effectively communicate appropriate care. Empathy requires sensitive, non-judgmental responses that reflect attention to others' motives, intentions, values, and needs.

   - Verbal and behavioral expressions suggest limited understanding of, or compassion for, others' experiences (e.g., emotional, cognitive, interpersonal). Communication detracts from the experience of professionals or clients.
   - Demonstrates beginning ability to express the same affect as professionals and clients. Responses are, however, inconsistently supportive or superficial. Communication may lack warmth or indicate a need for deeper listening.
   - Demonstrates responses that noticeably enhance the expressions/experiences of others (e.g., supporting deeper meaning in comments or emotions).
   - Demonstrates significant attunement to, and support for, subtle emotional experiences of others. Communication of understanding enhances deeper client awareness of unexplored emotions/experiences.

3. **Commitment to Social Justice and Democracy**

   Student has a commitment to respect and value cultural diversity and individual differences. She/he is committed to supporting those who seek services without discrimination or prejudice. Student demonstrates cultural competence in working with individuals of diverse backgrounds and life styles.

   - Shows rejection of, or indifference to, issues of diversity, equity, and cultural competence.
   - Demonstrates some tolerance for individual's cultural, linguistic, physical, and life style differences.
   - Demonstrates basic understanding and respect of the role of diversity issues in service delivery.
   - Demonstrates strong commitment to social justice and democracy by:
     1. seeking new knowledge & experiences
     2. appropriately identifying complex issues of inequity and “isms”
     3. building communication skills to improve services to diverse families and communities.

   - Actions or words imply belief that cultural differences do not exist or do not matter. Shows judgmental and biased attitudes towards the culturally different.
   - Demonstrates some difficulty working with others of different backgrounds and life styles. This difficulty interferes with professional work. Thus, candidate shows limited commitment to issues of social justice and democracy.
   - Identifies basic occurrences of injustice and shows respect to those wronged.
   - Some self-reflection on values and biases, yet, further effort is needed to work effectively with diverse populations.

   - Shows significant difficulty working with others of different backgrounds and life styles. This difficulty interferes with professional work. Thus, candidate shows limited commitment to issues of social justice and democracy.
   - Identifies basic occurrences of injustice and shows respect to those wronged.
   - Some self-reflection on values and biases, yet, further effort is needed to work effectively with diverse populations.

   - Demonstrates consistent congruency between actions, intentions, and requirements in a way that promotes ethical practice of peers and professionals.
<table>
<thead>
<tr>
<th><strong>Area</strong></th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>Professional Dispositions (continued)</strong></td>
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<tr>
<td><strong>4. Flexibility and Resourcefulness</strong> &lt;br&gt; Student is <em>Not</em> rigidly bound to one way of viewing the world or any situation. He/she is able to adapt to changing conditions of a situation. He/she also is able to be resourceful in finding or generating innovative solutions, given limited resources.</td>
<td>Shows a rigid and incomplete understanding of the complexities of professional, clinical or interpersonal situations. &lt;br&gt; Demonstrates significant difficulty taking others’ perspectives, adapting to change, or changing strategies when challenged with a complex problem.</td>
<td>Problem solving indicates some initiative; however, solutions/behaviors suggest difficulty grasping the complexities of different clinical or interpersonal situations. &lt;br&gt; Shows rigid, egocentric, or impulsive responses to challenging problems. &lt;br&gt; Overwhelmed by new challenging situations.</td>
<td>Demonstrates understanding of the complexities of different professional, clinical or interpersonal situations. &lt;br&gt; Shows good awareness of difficulties in taking others’ perspectives, adapting to change, or changing strategies. &lt;br&gt; Despite difficulties, shows effort to be more resourceful and to generate solutions.</td>
<td>Demonstrates insightful or uncommon perspectives on complex problems by appropriately applying theories, active listening, or information gathering. &lt;br&gt; Shows strong skills in perspective taking, and collaboratively generating solutions. &lt;br&gt; Adaptable to changing situations and resourceful in using limited resources to support others.</td>
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<td><strong>5. Tolerance for Ambiguity</strong> &lt;br&gt; The student shows ability to appropriately accept uncertainty. Student can look beyond the concrete concepts and communications and understand that there might be multiple meanings and expectations for situations.</td>
<td>Demonstrates considerable discomfort with situations, concepts, and cases that present as uncertain, abstract, or unstructured. This discomfort interferes with ability to maintain objectivity and to problem solve, and, may interfere with the learning/therapeutic experiences of clients.</td>
<td>Displays moderate discomfort with uncertainty, yet, takes initial steps to seek clarity. This process of seeking clarity reduces ability to maintain presence.</td>
<td>Demonstration of ability to tolerate ambiguity in role expectations, professional situations, and interpersonal interactions. Shows flexible thinking about multiple considerations in cases.</td>
<td>Demonstrates strong ability to “sit” with uncertainty and ambiguity while simultaneously promoting mutual understanding, learning, and communication with professionals and clients.</td>
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<td>Area</td>
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<tr>
<td><strong>Clinical Aptitudes</strong></td>
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<tr>
<td>1. Accepting Feedback</td>
<td>Rejects feedback and demonstrates defensive responses. Treats feedback as personal criticism or negative judgment.</td>
<td>Listens to feedback but does not acknowledge areas for improvement.</td>
<td>Demonstrates acceptance of feedback and communicates commitment to making changes or seeking support.</td>
<td>Demonstrates appropriate seeking of feedback and ability to integrate feedback into new attitudes, interpersonal behaviors, or approaches to problem solving. Shows foresight in applying previous feedback to new challenges.</td>
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<td>The student is able to hear feedback without defensiveness. He/she makes mistakes and incorporates suggestions from supervisors and instructors to correct or improve performance.</td>
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<tr>
<td>2. Awareness of one's impact upon others</td>
<td>Unaware and unconcerned about the impact of one's physical and verbal impact on others.</td>
<td>Superficial awareness of impact of behavior and communication on others. Unable to regulate interpersonal style to fit situations or personalities.</td>
<td>Demonstrates good interpersonal awareness and seeks to improve range of communication/interpersonal styles.</td>
<td>Demonstrates consistently strong self-awareness and regulation of interpersonal communication/ style to enhance professional/therapeutic relationships.</td>
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<tr>
<td>The student is aware of the impact of physical presence and verbal/non-verbal communications upon others.</td>
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<tr>
<td>3. Active engagement in personal and professional growth</td>
<td>Unaware of, or resistant to, need for change. Resistant to goal setting.</td>
<td>Demonstrates some awareness of need for growth. Sets initial goals, yet shows minimal effort to pursue goals.</td>
<td>Demonstrates clear goals for personal/professional growth. Initiates plans toward goals and demonstrates good efforts (e.g., gathering materials, seeking support, participating in training, etc.)</td>
<td>Demonstrates insightful application of feedback to form growth-focused goals and plans. Efforts to change/grow are evident in personal/professional interactions, professional knowledge, or interpersonal interactions. Consistent, ongoing effort to improve.</td>
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<td>The student actively embraces personal and professional growth. This involves the desire and willingness to learn and to accumulate personal, professional, and academic knowledge and skill.</td>
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<td>Area</td>
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<td><strong>4. Collaboration, support, leadership</strong></td>
<td>Not attentive to principle of teaming with others in order to develop programs and interventions. Detractor.</td>
<td>Demonstrates understanding of principle of teaming with others to develop programs and interventions. Participant/observer. Shows difficulty changing leader/supporter roles as situations demand.</td>
<td>Demonstrates ability to contribute and team with others in developing programs and interventions. Contributor.</td>
<td>Demonstrates flexible leadership and ability to initiate and team with others in developing programs and interventions. Participatory leader.</td>
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<td><strong>5. Appropriate risk taking and acceptance of learning challenges</strong></td>
<td>Lacks awareness of risk or refuses to face learning challenges. Self-consciousness blocks learning. Fears or is hostile about external judgment.</td>
<td>Demonstrates inappropriate risk taking or too much caution when facing learning challenges. Lacks understanding of exploring, understanding, and acting to achieve goals. Concerned with external judgment.</td>
<td>Demonstrates some risk taking and acceptance of learning challenges by taking some steps in exploring, understanding, and acting to achieve goals. Aware of external judgment.</td>
<td>Demonstrates appropriate risk taking and acceptance of learning challenges by exploring, understanding, and acting to achieve goals. Lets go of fear of external judgment.</td>
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<td><strong>6. Ability to interact with others without inappropriate intrusion of personal ego needs</strong></td>
<td>Inappropriately seeks to meet personal needs (e.g., attention, power, empathy, or resolution of conflicts/challenges) through work with clients or professionals. As a result, is unable to focus on needs of clients. May demonstrate difficulty maintaining professional boundaries.</td>
<td>Demonstrates difficulty separating personal feelings and needs from professional work with clients and professionals, thus, is distracted from focusing on clients’ needs. May inappropriately communicate needs during professional interactions.</td>
<td>Seeks insights/support regarding strategies to separate personal needs from professional work. Demonstrates consistent ability to focus on client needs.</td>
<td>Demonstrates strong awareness of emotional responses (e.g., counter-transference) and is able to utilize such experiences to advance clinical and professional work with clients. Sets clear and professionally appropriate boundaries with clients and professionals.</td>
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<td><strong>7. Understanding of cultural and diversity factors as they impact counseling and human interactions</strong></td>
<td>Rejects the role of diversity in understanding and supporting children and families.</td>
<td>Applies biased or overgeneralized understandings of cultural, racial and diversity issues in work with clients and</td>
<td>Demonstrates appropriate understandings of racial, cultural, and diversity issues, as they relate to work with clients and professionals. Shows</td>
<td>Demonstrates and applies sensitive and insightful understandings of complex roles of diversity issues to the counseling/intervention process.</td>
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<td>physical-, mental- &amp; emotional challenges.</td>
<td>professionals. As a result of these understandings, demonstrates difficulty working with clients and professions from backgrounds different from their own.</td>
<td>effort toward improving interactions with clients and professions from backgrounds different from their own.</td>
<td>Uses such understandings to strengthen therapeutic and professional relationships and bridge differences between groups.</td>
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PPS Expectations for Ethical Professional Behavior
California State University, East Bay

Ethical, competent, and caring professional behavior is at the heart of the helping professions serving children and youth in schools. Professional behavioral expectations begin with instruction and carry through to successful practice as credentialed School Counselors and School Psychologists. The behavioral expectations in Educational Psychology at California State University, East Bay are divided into two categories: one, a global Program Policy Statement of Understanding, and two, Behavior and Disposition statements that describe important ways professionals-in-training demonstrate their emerging professional behavior. The behavioral expectations described in this document will be applied to academic grading, advancement to candidacy, faculty recommendations for students, and candidate evaluation for credentialing.

Program Policy Statement of Understanding: The counseling and psychology professions require a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student. The professionalism learned and demonstrated in the classroom is expected to be translated into ethical, competent, and caring practice in the schools.

Behavior and Disposition: Course Attendance Disposition/Aptitude: Integrity
Professionals-in-training are expected to attend all class meetings. Students whose beliefs, religious practices, or lifestyles may conflict with a class attendance should discuss such issues with the course instructor at the beginning of the term. It is up to the student and instructor to negotiate a satisfactory solution with respect to an absence.

Our PPS Cluster seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All professionals-in-training are expected to participate in constructing a respectful learning environment in the classroom. We encourage and support timeliness as a critical and respectful professional behavior. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

Academic/Professional Communication Disposition/Aptitude: Supporter/Leader; Awareness of Impact
We support dialogue. Professionals-in-training and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

Direct and Ethical Communication: Disposition/Aptitude: Collaboration
We support direct and ethical communication that promotes a positive and professional learning community. As with professional steps toward resolution of ethical dilemmas, professionals-in-training seek the following: (1) honest, constructive conversation with persons most directly related to concerns (e.g., peers and instructors) and (2) sensitive consideration for privacy when direct communication with most relevant parties (e.g., peers and instructors) has not resulted in
desired outcomes. Students may seek support from their program coordinator in developing strategies for direct communication. Students and faculty will restrain from pernicious gossip, “splitting” one party against another party, speaking for others, or other breaches in direct and ethical communication.

**Trainee Evaluation**

**Disposition/Aptitude: Openness to Feedback**

We are committed to the professional development of all candidates. Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess each professionals-in-training’s development. Formal occasions for feedback in this regard occur in Student Annual Reviews (spring of 1st and 2nd years) and in Exit Interviews at the completion of the program.

Additionally, throughout training, concerns and deficiencies will be brought to the Professionals-in-training’s attention and used by faculty in assessing your overall academic/ professional progress in the Program. The intent of these informal contacts is to provide constructive feedback, support, and opportunity for planning.

Deficiencies that are not actively corrected will be cause for disciplinary action that may include termination from the program.

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

National Association of School Psychologists, Principles for Professional Ethics, Guidelines for the Provision of School Psychological Services
[http://www.nasponline.org/standards/ProfessionalCond.pdf](http://www.nasponline.org/standards/ProfessionalCond.pdf)

American School Counselor Association, Ethical Standards for School Counselors
[http://www.schoolcounselor.org/content.asp?contentid=173](http://www.schoolcounselor.org/content.asp?contentid=173)
Conditions of Candidacy Admission and Credential Recommendation

The following conditions protect School Psychology candidates, the Clinical Child/School Psychology Program (CCSP), and local districts.

1. The CCSP is a three-year program. All candidates take all program courses toward the MS in Counseling, and PPS in School Psychology.

2. All prerequisite courses are to be completed with a grade of B or better before entering the CCSP program. Evidence of coursework must be documented by the end of the first quarter of enrollment. All candidates must show evidence of passing the CSUEB writing exam (WST) or equivalent CSU writing exam; candidates not demonstrating sufficient professional writing skills may be required to take remedial coursework in writing.

3. All fieldwork assignments require a three-way agreement between the University, the school district, and the fieldworker. All three parties must agree to conditions for fieldwork. Fieldwork assignments are accompanied by University and district supervision. Failure to complete supervision requirements (e.g., attendance and active participation, time logs, and project assignments) may result in the loss of University credit. Candidates must makeup all quarters of non-credited supervision.

4. Expectations for Ethical Professional Behavior guide our educational philosophy. Therefore, all candidates must competently demonstrate the following professional dispositions: integrity (e.g., personal professional, and empirical), empathy, social justice and democracy, flexibility and resourcefulness, and tolerance for ambiguity. Recommendations for Advancement to Candidacy, Internship Credential, and PPS Credential are based on each candidate’s progress toward academic and professional/clinical skill, knowledge, disposition aptitude goals, and successfully meeting all requirements at the annual review. Candidates who do not demonstrate sufficient levels of performance in professional, interpersonal, and academic demands of training will not be recommended for advanced training or credentialing. Candidates who fail to demonstrate professional/ethical behavior in all training settings are subject to termination from the program.

5. The CCSP Program supports the professional maturity of all candidates. Upon the completion of coursework, fieldwork, and Praxis Exam requirements, the PPS faculty evaluates candidates’ professional and interpersonal maturity. Only students who have demonstrated a high level of professional and personal integrity consistent with the role of the school psychologist are recommended for the PPS Credential in School Psychology.

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

I understand and agree to these conditions.

_________________________________   ____________________________
Student/ Candidate                      Signature              Date
Print
Declassification Policy & Academic Dishonesty

Declassification from the Program

1.0 A candidate shall be declassified (also known as dismissed) for failing to provide verification of all admission requirements by the appropriate deadline(s). Once all of the requirements are met, the candidate may re-apply to the Program to be considered at the next admissions period.

2.0 A candidate may be declassified for more than one grade below a “B” in required program classes. Academic Probation will follow the first grade below a “B.”

3.0 Grades of Incomplete (I) shall not be counted in the candidate’s GPA; however, two grades of Incomplete or Unauthorized Withdrawal (WU) may serve as grounds for declassification.

4.0 A candidate shall be declassified for repeatedly failing to enroll in program courses.

6.0 A candidate shall be declassified for failing to achieve the required level of performance in required field experience.

7.0 A candidate shall be either suspended or declassified if the school or school district requests that the candidate be removed from the placement.

8.0 A candidate shall be declassified for failing to demonstrate professional conduct toward any participant in the program; including University administrators, University faculty Credential Coordinators, University faculty, University staff, University students, K-12 administrators, K-12 faculty, K-12 staff, and K-12 students.

9.0 A candidate shall be declassified for academic dishonesty.

10.0 A candidate shall be declassified for failing to (a) demonstrate effort and progress toward faculty-identified areas of weakness in Professional Dispositions and Clinical Aptitudes or (b) failing to maintain conditions for Professional/Ethical Behavior.

11.0 A candidate may be disqualified for unethical conduct as defined by their professional organization, i.e. ASCA or NASP.

12.0 A candidate may be disqualified from the program for cause any time up until the application for the Credential has been approved.

13.0 The Faculty Coordinator shall notify a candidate subject to dismissal in writing. The notification shall 1. cite the appropriate section of this policy, 2. detail the specific behaviors that led to the dismissal, and 3. notify the candidate that he/she may appeal within 10 calendar days.

Candidates may appeal dismissal only once during their time in the program.

14.0 Declassified candidates may appeal their dismissal to the EPSY Department Chair who will review the decision and uphold the dismissal or re-instate the candidate with or without conditions.
Student/Supervisor Fieldwork Guidelines – First Year

Student _________________________

Student Responsibilities:

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

1. A Clearance Credential is required for all volunteers who work in the public schools. It is the responsibility of the student to fulfill all requirements and submit an application for this Credential to the Credentials Office before beginning the first-year field placement.

2. The student must ensure that a current contract is in place between CSUEB and the school district in which the student is working. In addition to the contract, a signed Letter of Agreement is required for students working toward MFT licensure. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)

3. All students in fieldwork placements have two (2) assigned supervisors, one faculty supervisor and one on-site supervisor in the school setting. Weekly meetings with each of these supervisors are required for course credit.

4. First-year fieldworkers are required to meet three (3) hours per week with their faculty supervisor on campus and a minimum of two (2) hours per week with their on-site supervisor in the schools.

5. A minimum of one and one half days of fieldwork per week is required for first-year students. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.

6. A formal log of fieldwork hours must be maintained by the student and verified by the on-site supervisor at monthly intervals.

Supervisor Responsibilities:

Supervisors must have completed at least three years of experience as a credentialed school psychologist. As a supervisor for a first-year fieldworker, I understand and agree to fulfill the following responsibilities:

1. To identify ten (10) children (K-6) within the first few weeks of school for possible fieldwork case assignments. Only seven (7) case studies will be required. However, it is best to identify ten children initially, given the likelihood of school transfers, illness, or other unexpected events. The children selected should be those who are experiencing relatively mild adjustment problems (such as declining grades or difficult peer relationships) and could benefit from additional support. Children who are likely to be
referred for special educational assessment later in the same academic year are not appropriate candidates for fieldwork case assignments.

2. To secure a safe, confidential space in which the fieldworker may work with the children identified.

3. To provide an informal orientation to the school community by introducing the fieldworker to teachers, administrators, and other staff. This introduction will assist in establishing relationships for subsequent case study interviews and consultation/collaboration with school staff.

4. As appropriate, to allow opportunities, especially early in the year, for the fieldworker to observe the role of the school psychologist via informal job shadowing.

5. To meet with the fieldworker for supervision each week for an average of two (2) hours per week.

6. To make sure that the fieldworker is familiar with the school’s policies for crisis intervention and that (s)he would be able to contact appropriate support staff in the event of an emergency.

7. To observe and offer constructive feedback on the fieldworker’s beginning skills in the administration of one (1) standardized ability test.

8. To make sure that the fieldworker’s practice assessment data and/or written reports are not used for any official purpose.

9. To rule out any activities that would be inappropriate, or beyond reasonable limits of expertise, for a first-year fieldworker (e.g., evaluating for possible ED eligibility, chairing an IEP meeting).

10. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the student’s performance;

11. To complete a Fieldwork Evaluation before the ninth (9th) week of each quarter; this is necessary for University course credit;

12. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

Print Student Name / Signature ________________________________ (date)

On-Site Supervisor ________________________________ (date)

Faculty Supervisor ________________________________ (date)
Print Name of Student: __________________________________________________

Quarter: _____________________ Year: ____________

Directions:
Each of the following statements relates to characteristics of student work in the field setting. Please rate the student on each of the traits. You are encouraged to discuss your ratings with the student. Use the following rating scale:

1. Poor performance: student exhibits significant challenges in performance and requires improvement to continue in placement.

2. Inadequate Performance: student exhibits some challenges in performance and must work hard to improve in this area.

3. Adequate performance: student performs adequately, but shows limited skill development.

4. Good performance: student demonstrates ability to succeed, with only occasional difficulties.

5. Excellent performance: student demonstrates highly developed skills in this area.

I. Work Habits

1. The student has maintained the weekly schedule, and has been responsible in keeping scheduled appointments, attending meetings, etc.

   1  2  3  4  5

2. The student demonstrates care and accuracy in completing tasks, scheduling and planning activities, preparing oral reports and case summaries, etc.

   1  2  3  4  5

3. The student shows willingness and ability to communicate openly, honestly and effectively with co-workers, supervisors, and parents; is able to share problems and accept guidance.

   1  2  3  4  5
4. The student demonstrates an organized approach to tasks undertaken in the field setting; can define the problem situation, develop a strategy of approach, and follow through as needed.

1 2 3 4 5

II. Interpersonal Skills and Dispositions:
Circle the number which best describes the student:

1. Team player 5 4 3 2 1 Inappropriately Independent
2. Good Judgment 5 4 3 2 1 Poor Judgment
3. Appropriately Relaxed 5 4 3 2 1 Tense
4. Expresses Ideas Well 5 4 3 2 1 Expresses Ideas Poorly
5. Receptive 5 4 3 2 1 Resists New Ideas
6. Friendly 5 4 3 2 1 Guarded or Withdrawn
7. Sensitive 5 4 3 2 1 Insensitive
8. Active Learner 5 4 3 2 1 Passive Learner
9. Self-Aware 5 4 3 2 1 Unaware of Impact on Others
10. Open to Feedback 5 4 3 2 1 Closed to Feedback
11. Responsive to issues of Diversity 5 4 3 2 1 Biased and Unresponsive

III. Comments
Please provide any comments that might be helpful to this student’s continued education and training.
IV. **Overall Fieldwork Evaluation**

What grade would you recommend for the student, based on performance during this academic quarter?

Grade A_____ Indicates student is progressing well in all areas.

Grade B_____ Indicates student is doing well in some areas, but needs improvement in others.

Grade C_____ Indicates student needs significant improvement in several areas.

______________________________________  __________________
Print Name of Supervisor     District

______________________________________            ___________________
Signature of Supervisor     Date

**I have read and understood this evaluation**

__________________________________________             __________________
Fieldworker/Student Signature    Date
Second Year, Advanced Fieldwork Goals and Objectives

Students who are in the second year of the Clinical Child/School Psychology Sequence will be placed primarily in public school settings for a minimum of a two-day time period each week. Typically, second-year students are placed in settings that span at least two of the following academic levels: preschool, elementary, middle school, and high school. For example, a student may spend one day per week gaining experience at one level and a second day gaining experience at a second level. Students may decide to spend additional time in the school in order to obtain a wider variety of experiences; they may also be placed in specialized settings (e.g., the School for the Deaf or an ED treatment center) after approval and negotiation with the core faculty.

The major emphasis of the second year advanced fieldwork will be the development of skills in the following areas: consultation, pre-referral intervention, group counseling, social skills training, prevention, and alternative delivery systems. Additionally, during this period, the student will continue development of assessment skills, especially in the areas of specific learning disabilities, preschool assessment, and the assessment of emotionally disturbed children. Throughout the year, the advanced fieldworker will be expected to work cooperatively with fellow students who are at other levels of training within the program, in order to establish mentoring and peer supervision relationships.

It is expected that during the course of the second year, advanced fieldworkers will participate actively in various collaborative, school-based, problem-solving teams, including, but not limited to, the coordination of assessment and intervention for children with special needs. During this year, the student will focus on pre-referral intervention activities and related consultation. Ongoing consultation relationships will be developed and will be the focus of supervision at the university. Students are expected to carry out ongoing monitoring of their pre-referral intervention activities in order to evaluate the success of their interventions, and will keep detailed records of their consultation activities.

In order to facilitate supervision of consultation, group counseling, and social skills training, the student may tape record sessions to present during supervision at the University. In addition, students will hand in copies of evaluations that they have conducted as a part of their assessment activities at the school site.

Each student will be supervised both by an on-campus faculty member and by an on-site school psychologist. It is expected that the student will meet with both the school site supervisor and the on-campus supervisor on a weekly basis for a minimum of (2) hours in both settings, respectively. Evaluation forms will be completed on a quarterly basis in order to monitor the student’s progress throughout the year.

An over-riding goal of the advanced fieldwork year will be to provide the student with ever increasing responsibilities and autonomy. By the end of the year, it is expected that the student will be able to function at the level of competency necessary for entering into a standard internship program the following year. Thus, while still requiring supervision for certain activities, the student is expected to develop an increasing ability to respond autonomously in many areas relating to school psychology functions that do not entail unusual or extraordinary
circumstances. Particular emphasis will be placed upon the student’s development of abilities to function as a member of pre-referral intervention/assessment team in the school.

**University Goals for the Advanced Fieldworker:**

1. Each student will carry out pre-referral interventions throughout the second year of fieldwork. These interventions will be directed at the amelioration of learning and behavior problems in the regular education setting, in consultation with the classroom teacher.

2. Each student will develop alternative delivery systems for dealing with learning and behavior problems outside of the special education setting (i.e., cross-age tutoring, peer tutoring, etc.).

3. Each student will carry out at least one project directed at primary, secondary, or tertiary prevention. This project may include, but is not limited to, activities directed at reducing the incidence of drug and alcohol abuse, student depression, violence, and gang-related activities in the school. Parent training is another activity that might well be the focus of student projects.

4. Each student will develop a personal repertoire of consultation skills for working with administrators, teachers, and parents on an ongoing basis. Consultation efforts will be carried out over the course of the second year.

5. Each student will work cooperatively with other students who are more or less advanced than themselves within the training program (i.e., first-year fieldworkers and third-year interns), in order to establish relationships that are mutually supportive and beneficial. For example, each second-year student will be expected to observe/review at least one first-year student during the administration of a standardized ability test; in this way, the less experienced student will benefit by means of positive feedback and suggestions for improvement, while the more experienced student will benefit from the opportunity to review and fine-tune his/her own skills in the context of a supervisory role.
Student/Supervisor Fieldwork Guidelines – Second Year, Advanced Fieldwork

Student _________________________

Student Responsibilities:

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

1. The student must ensure that a current contract is in place between CSUEB and the school district in which the student is working. In addition to the contract, a signed Letter of Agreement is required for students working toward MFT licensure. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)

2. All students in fieldwork placements have two (2) assigned supervisors, one faculty supervisor and one on-site credentialed supervisor in the school setting. Weekly meetings with each of these supervisors are required for course credit.

3. Advanced fieldworkers are required to meet two (2) hours per week with their faculty supervisor on campus and a minimum of two (2) hours per week with their on-site supervisor in the schools.

4. A minimum of two (2) days of fieldwork per week is required for second-year students. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.

5. A formal, Weekly Log of fieldwork hours must be maintained by the student and verified by the on-site supervisor at monthly intervals. Logs and evaluations are due to University supervisors on week 9 of each quarter.

Supervisor Responsibilities:

Supervisors must have completed at least three years of experience as a credentialed school psychologist. As a supervisor for an advanced fieldwork student, I understand and agree to fulfill the following responsibilities:

1. To provide the student with opportunities to practice skills in assessment, consultation, collaborative teaming, pre-referral intervention, social skills training and group counseling; (See also, Advanced Fieldwork Goals and Objectives.)

2. To meet with the student for supervision each week for a minimum of two (2) hours;

3. To make sure that the fieldworker is familiar with the school’s policies for crisis intervention and that (s)he would be able to contact appropriate support staff in the event of an emergency;
4. To offer job shadowing, as appropriate, so the student can be exposed to the full range of school psychology roles; especially valuable experiences might include participation in low-incidence assessments, manifestation determination meetings, psychology staff meetings, and in-service trainings;

5. To provide access to up-to-date assessment tools and safe, confidential space in which to conduct assessments and counseling;

6. To share sample reports;

7. To review test protocols for accuracy, especially at the beginning of the year;

8. To provide constructive feedback on reports;

9. To monitor the number and types of assessments assigned, in order to ensure that such assignments are appropriate to the student’s current level of training and capability;

10. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the student’s performance;

11. To complete an Advanced Fieldwork Evaluation before the ninth (9th) week of each quarter; this is necessary for University course credit;

12. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

Print Student Name/ Signature ___________________________________________ (date)
On-Site Supervisor ___________________________________________ (date)
Faculty Supervisor ___________________________________________ (date)
Directions: The ratings of the fieldworker should be based upon actual observation and/or reports from staff, clients, families, etc. Use the following scale to evaluate the student.

1 - Competence is considered to be in need of further training. Fieldworker seems to lack basic professional maturation in this area. Skill development seems doubtful.

2 - Competence is currently considered below average, but supervision and experience are expected to develop the skill. Close supervision is required.

3 - Competence is at an average level for functioning with moderate supervision.

4 - Competence is assessed to be above average suggesting only a minimal need for supervision.

5 - Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.

(ND) - No data – Insufficient information to make a rating at this time.

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<tr>
<th>Rating of Competencies</th>
<th>(Optional) Comments on Competencies</th>
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### 2. Intervention - Prevention, Wellness Promotion, & Crisis Prevention

**Individual Level:**
- Practicality
- Appropriateness to Problems
- Specificity of Recommendations
- Follow-up
- Implementation
- Flexibility
- Effectiveness

**Program Level:**
- Participation in Implementation
- Evaluation of Program or Need
- Appropriateness of Recommendations

### 3. Communication and Collaboration

- Verbal Communication (IEP/ SST Meeting)
- Report Writing Clarity
- Presentation Skills (e.g., in-service)
- Collaboration with Professionals
- Collaboration with Parents/ Families
- Use of Supervisory Input

### 4. Consultation and Collaboration

- Problem/Need Identification
- Plan/ Strategy Formulation
- Plan/ Strategy Implementation
- Follow-up and Evaluation
- Facilitation of Home-school-community Collaboration
- Use of Community Resources/ Referrals

### 5. Interpersonal/Professional Skills

- Confidentiality
- Enthusiasm
- Dependability
- Promptness
- Creativity
- Productivity
- Ethics

Rapport with:
- Clients
- Staff
- Parents
6. Student Diversity and Learning

- Awareness of Racial, Cultural, Ethnic, SES, Linguistic, and Developmental Differences
- Ability to Work with Students, Families, and Professions from Diverse Backgrounds
- Ability to Promote Social Justice and Equity among Students of Diverse Backgrounds

7. Overall Rating of the Advanced Fieldworker

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Comments:

__________________________  _________________________
Signature of Supervisor      Date

I have read and understood this evaluation:

__________________________  _________________________
Advanced Fieldworker Signature          Date
INTERNSHIP GOALS AND OBJECTIVES – Third Year, Internship

Students enter the Internship year with advanced knowledge and beginning professional skills in collaborative consultation, pre-referral intervention, primary and secondary intervention, and alternative delivery systems; counseling and psychotherapeutic skills (children, parents, and groups), case study techniques, educational and psycho diagnostic assessment skills; as well as considerable academic background in the study of child growth and development, and assessment/intervention for learning disabilities and other children with special needs, including ecological assessment and classroom intervention.

The full-time internship includes a minimum of twelve hundred (1200) hours of supervised experience. Typically, the internship is completed within one (1) academic year. In all cases, the internship must be completed within no more than two (2) consecutive academic years.

A minimum of eight hundred (800) clock hours must be completed in a preschool-through-twelfth-grade setting in which the intern provides direct and indirect services to pupils. Up to, but no more than, four hundred (400) clock hours of internship experience may be acquired in non-public-school settings (e.g., private, state-approved educational programs, other appropriate mental health-related program settings involved in the education of pupils, or relevant educational research or evaluation activities). Note that all internship experience acquired in non-public-school settings must be pre-approved by the program faculty.

In order to ensure that interns have a breadth of experience across a range of pupil development, at least two hundred (200) clock hours of the intern’s total fieldwork experience must be accrued in a setting that is different from the student’s primary setting. For example, if a student has earned most of his/her hours in an elementary school (her primary setting), it is required that (s)he also earn at least two hundred (200) additional hours in a middle school, high school, or preschool.

University Goals for the Intern:

1. To understand and to practice delivery of family-centered integrated services, in which families are perceived as the central context for understanding pupils’ strengths, resources, and needs, and in which families are provided with opportunities to develop goals and strategies for pupil success.

2. To become skilled in the implementation of a consultation/problem-solving model for delivering school psychology services, in which intervention programs are directed at the primary and secondary levels of intervention.

3. To develop models and individualized plans for alternative delivery systems for dealing with learning and behavior problems within the general education framework.

4. To promote cultural competence and respect for all manifestations of human diversity, including ethnicity, gender, age, sexual identity, disability, and socioeconomic status. The Internship setting should reflect a broad spectrum of human diversity and should include opportunities for the intern to enhance his/her understanding of the ways in which culture and
other environmental influences affect growth, learning, emotional adjustment, and self-esteem.

5. To become professionally experienced in the preparation of developmental assessments that are linked to intervention, including differential diagnosis of learning disabilities, neurological disorders, emotional disturbances, and developmental disorders. Case reviews and supervision at the University will continue for all quarters.

6. To develop advanced knowledge and skill in individual personality assessment with children and adolescents.

7. To develop advanced knowledge and culturally competent skills in working with parents and families in counseling or psychotherapy. Opportunities for consultation/collaboration with parents should begin early in the first quarter.

8. To participate fully in problem-solving team meetings, including student study team meetings and individualized educational plan meetings, with full responsibility for case presentations being assigned as soon as possible.

9. To have opportunities for consultation with professional personnel (teachers and administrators in schools, nurses and physicians in hospitals, etc.). These experiences should begin as early as possible in order to facilitate the development of professional identity.

10. To have continuing opportunities for counseling or psychotherapeutic experiences with children and adolescents. In clinics, this would include long-term psychotherapy; in schools or other organizations, relatively short-term and/or crisis intervention therapy. Long-term work with neglected or easily disorganized children in schools is especially rewarding from the perspective of therapy and training.

11. To develop skills in small-group work with children and adolescents, including independent work as a group leader. The group work may focus on themes, such as friendships, self-esteem, anger control, divorce, grief, etc., for children and adolescents in regular and special education programs.

12. To design and direct in-service programs for other professionals, including regular as well as special education programs. We recommend co-leading with other professional personnel initially.

13. To develop skills in program evaluation. The University program includes a module in program design and evaluation. The Intern is encouraged to use this course structure as an opportunity to collect and analyze data relevant to identified needs and goals within the placement setting.

14. To develop a keen awareness of the professional issues involved for the psychologist in any setting. The intern should become sensitive to the legal and ethical principles in the variety of roles and responsibilities of the psychologist.
The University faculty provides supportive classes, seminars, and supervision for the above activities. Any supplement of experiences that the supervising psychologist wishes to add is a bonus for the intern, especially if planned early in the year, with due allowance for other University requirements.
Intern/Supervisor Fieldwork Guidelines – Third Year, Internship

Student _____________________

Intern Responsibilities:

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

1. The intern must ensure that a current contract is in place between CSUEB and the school district in which the intern is earning internship hours. In addition to the contract, a signed Letter of Agreement is required for students working toward MFT licensure. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)

2. All students in fieldwork placements have two (2) assigned supervisors, one faculty supervisor and one on-site supervisor in the school setting. Weekly meetings with each of these supervisors are required for course credit and satisfactory completion of the program.

3. Interns are required to meet two (2) hours per week with their faculty supervisor on campus and a minimum of two (2) hours per week with their on-site supervisor in the schools.

4. Approximately four to five (4-5) days of internship per week are required for completion of the 1200-hour internship. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.

5. A formal Weekly Log of internship hours and a Monthly Activity Log must be maintained by the intern and verified by the on-site supervisor at monthly intervals. This log will include School locations and levels as well as professional activities. Logs and Evaluations are due to University supervisors on week 9 of each quarter.

Intern Supervisor Responsibilities:

Supervisors must have completed at least three years of experience as a credentialed school psychologist.

As a supervisor for an intern in school psychology, I understand and agree to the following responsibilities:

1. To provide the intern with opportunities to practice a full range of skills in assessment, consultation, collaborative teaming, pre-referral intervention, social skills training, group counseling, program evaluation, etc. (See also, Internship Goals and Objectives.)

2. To meet with the intern for supervision each week for a minimum of two (2) hours;
3. To make sure that the intern is familiar with the school’s policies for crisis intervention and that (s)he would be able to contact appropriate support staff in the event of an emergency;

4. To provide access to up-to-date assessment tools and safe, confidential space in which to conduct assessments and counseling;

5. To share sample reports;

6. To provide constructive feedback on intern reports;

7. To monitor the number and types of assessments assigned (approximately 25-35, depending on type of assessments and comprehensiveness), in order to ensure that such assignments are appropriate to the intern’s current level of training and capability;

8. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the intern’s performance as a school psychology trainee;

9. To complete an Internship Evaluation before the ninth (9th) week of each quarter; this is necessary for University course credit;

10. To offer professional guidance and mentoring, as appropriate, as the intern gradually gains professional identity and approaches full professional responsibility in the role of the school psychologist.

11. To encourage constructive feedback from the intern regarding ideas for enhancing the effectiveness of the supervision relationship.

Print Student Name/ Signature _______________________________________________ (date)
On-Site Supervisor ____________________________________________ ____________ (date)
Faculty Supervisor ____________________________________________ ____________ (date)
CALIFORNIA STATE UNIVERSITY, EAST BAY  
Department of Educational Psychology  
Clinical Child Psychology Program  
Third Year, Intern Fieldwork Evaluation

Print Student Name: ___________________________________________

Quarter/Year: ______________  Date: ______________

District: _________________________________________

Print Supervisor Name: __________________________________________

Directions: Please use the following rating system in evaluating the progress of your intern during the year. It should be noted that we expect the intern will not be at the highest level in any area, but do expect a rating of 4 or 5 in many areas at the end of the training period. If you have not observed the intern in this activity, rate as 0 (not observed).

Intern Rating Scale: Please rate intern using the following 5 point scale

N/A  Not applicable. Not an appropriate goal for a school psychology intern.

Level 0  Not observed.

Level 1  Performs inadequately for an intern in this area. Requires frequent and close supervision and monitoring of basic tasks in this area.

Level 2  Requires supervision and monitoring in carrying out routine tasks in this area and requires significant supervision and close monitoring in carrying out advanced tasks in this area.

Level 3  Requires some supervision and monitoring in carrying out routine tasks in this area. Requires guidance, training, education, and ongoing supervision for developing advanced skills in this area.

Level 4  Displays emerging competence in routine tasks in this area. Requires ongoing supervision for performance of advanced skills in this area.

Level 5  Displays mastery of tasks in this area. Requires periodic supervision for refinement of advanced skills in this area.

A. Personal Responsibilities

1. Presents a good personal appearance…………………………………………………..Level ______

2. Demonstrates dependability…………………………………………………………..Level ______

3. Meets difficult situations with self control………………………………………………..Level ______

4. Demonstrates good judgment and common sense in difficult situations………….. Level ______
5. Communicates and listens effectively…………………………………………………. Level _____
6. Shows concern, respect, and sensitivity for the needs of staff and students…………Level _____
7. Works well with other staff…………………………………………………………… Level _____
8. Relates well to children……………………………………………………………… Level _____
9. Utilizes and accepts constructive criticism……………………………………….. Level _____
10. Demonstrates tolerance for others’ values and viewpoints…………………….. Level _____
11. Demonstrates comfortable interactions with students from diverse backgrounds…………………………………………………………… Level _____

B. Professional Responsibilities
1. Observes scheduled hours and appointments in a punctual manner………………. Level _____
2. Promptness meeting deadlines, responding to referrals, and handing in written reports…………………………………………………………………………. Level _____
3. Writes organized, coherent, focused, and accurate reports…………………………. Level _____
4. Establishes appropriate work priorities and manages time efficiently……………….. Level _____
5. Uses feedback from supervision in a productive manner……………………………. Level _____
6. Consistently follows through when additional action is needed…………………… Level _____
7. Maintains visibility and accessibility within assigned school(s)…………………………... Level _____

C. Consultation and Collaboration Skills
1. Establishes effective collaborative relationships w/teachers and school personnel………………………………………………………………………..Level _____
2. Accurately identifies and defines central problems and needs……………………….. Level _____
3. Generates appropriate plans and strategies for collaborative intervention……………… Level _____
4. Supports implementation of plans/strategies………………………………………… Level _____
5. Provides follow-up with teachers and parents…………………………………………. Level _____
6. Demonstrates overall effectiveness in consultation…………………………………… Level _____

D. Communication Skills in Collaboration
1. Presents assessment information in a clear and concise manner…………………….Level _____
2. Demonstrates sensitivity to the clinical issues in sharing information with parents…..Level _____
3. Summarizes key issues in a clear and concise manner………………………………..Level _____
4. Fosters collaboration between home, school, and community..................Level _____

E. Consultation Experience
1. Behavioral.................................................................Level _____
2. Curricular.................................................................Level _____
3. Parent Consultation.....................................................Level _____
4. Teacher Consultation...................................................Level _____

F. Counseling and Prevention
1. Establishes a therapeutic rapport with student..................................Level _____
2. Identifies core issues or problems..............................................Level _____
3. Develops appropriate treatment/intervention plan..........................Level _____
4. Utilizes appropriate techniques for specific issues..........................Level _____
5. Evaluates the effectiveness of therapeutic intervention..................Level _____

G. Counseling Experience
1. Individual.................................................................Level _____
2. Group.........................................................................Level _____

H. Social, Behavioral, and Emotional Competency Promotion
1. Develops goals, implements plans, and monitors pupil progress..........Level _____

I. Data-Based Decision Making for Programs and Individuals
1. Demonstrates ability to interpret, apply, and communicate research
   • Program.................................................................Level _____
   • Individual...............................................................Level _____
2. Connects data on strengths and weaknesses to problem solving
   • Program.................................................................Level _____
   • Individual...............................................................Level _____
3. Uses research/assessment data in planning and making decisions
   • Program.................................................................Level _____
   • Individual...............................................................Level _____

J. Assessment Experience
1. Learning Disability.......................................................Level _____
2. Emotionally Disturbed....................................................Level _____
3. Severely Handicapped ................................................................. Level ______
4. Alternative ................................................................................. Level ______
5. Bilingual/Bicultural ................................................................. Level ______
6. Preschool ................................................................................ Level ______

K. Legal and Ethical Issues
1. Knowledge of Special Education Law and Procedure .................. Level ______
2. Demonstrates ability to resolve ethical/legal dilemmas ................ Level ______
3. Shows appropriate use of computer technology and safeguard of data Level ______

Intern Rating Scale: Please rate intern using the following 4-point scale:

Level 1 (Below Average)  Level 2 (Average)  Level 3 (Above Average)  Level 4 (Excellent)

Compared to other trainees of similar training and experience.

1. Utilization of Supervision ....................................................... Level ______
2. Sensitivity to System Issues ................................................... Level ______
3. Dependability ...................................................................... Level ______
4. Leadership and Initiative ..................................................... Level ______

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

__________________________________________________________  (Date)

Supervisor Print/ Signature

I have read and understood this evaluation.

__________________________________________________________  (Date)

Intern School Psychologist Print/ Signature
CCSP PRACTICUM INFORMATION

Fill out this form completely and email to Dr. Jennings <greg.jennings@csueastbay.edu> as soon as you know your placement. Please copy and return to your CSUEB faculty supervisor the first week of your Fieldwork.

By completing this Practicum Information sheet, you have agreed to be a fieldworker/intern within the district. Any changes to the information provided on this sheet (e.g., district, school, supervisor), requires consultation and approval from Program Coordinator.

Trainee’s Name

Entry Year _________________ Academic Year________

Best phone# ________________________________ Other Phone ________________________________

CSUEB e-mail address __________________________________________

School District ________________________________________________

**Site Supervisor (1)___________________________________

Supervisor phone ___________________________________________

Supervisor e-mail_______________________________________

Supervisor Credentials: ___ PPS School Psy. ___MA/MS ___Ph. D ___MFT

Site Supervisor (2)______________________________________________

Supervisor phone ___________________________________________

Supervisor e-mail_______________________________________

Supervisor Credentials: ___ PPS School Psy. ___MA/MS ___Ph. D ___MFT

Other (specify) ______________________________________________

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<th>School Site(s)</th>
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Director of Special Ed. __________________________________________

Phone # __________________ Fax # __________________

District Address _____________________________________________

________________________________________________________

**Supervisor #1 will receive Agreements if a Univ. agreement is required. 5/10
## CLINICAL CHILD / SCHOOL PSYCHOLOGY FIELDWORK LOG (Year 1)

**Name:** __________________________________________________________

**Month:** ______________________ **Year:** __________

**Supervisor:** ______________________________________________________

**District:** ________________________________________________________

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**TOTAL HOURS**

**SITE LEVEL CODING:**  P=Preschool   E=Elementary School   M=Middle School   H=High School  
**ACTIVITIES CODING:**  s=supervision  m=meeting  a=assessment  c=consultation  cou=counseling  o=observation

**Supervisor’s Print/ Sign:** _______________________________/ _______________________________ date: ______________
## CLINICAL CHILD/ SCHOOL PSYCHOLOGY WEEKLY ADVANCED FIELDWORK LOG

| Intern: ______________________________ | Supervisor: ______________________ |
| District: ____________________________ |

<table>
<thead>
<tr>
<th>Week of:</th>
<th>M</th>
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### TOTAL FOR WEEK

**SITE LEVEL CODING:**
- P=Preschool
- E=Elementary School
- M=Middle School
- H=High School

**Supervisor’s Print/ Sign:** ______________________________ / __________________________ date: __________
# CLINICAL CHILD / SCHOOL PSYCHOLOGY WEEKLY INTERNSHIP LOG

**Intern:** __________________________  
**Supervisor:** ________________________

**District:** _______________________________________________________________________

<table>
<thead>
<tr>
<th>Week of:</th>
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**TOTAL FOR WEEK**

**SITE LEVEL CODING:**  
P=Preschool  E=Elementary School  M=Middle School  H=High School

**Supervisor’s Print/Sign:** __________________________ / __________________________

**date:** __________
MONTHLY INTERNSHIP SUMMARY

Intern:________________________________ Date:______________
Field Supervisor Signature:___________________________ District:_________________________

Data-Based Decision Making:
At least 5 categories are required
________ Learning Disabled
________ Emotionally Disturbed
________ Severely Handicapped
________ Autism/ PDD/Aspergers
________ Mentally Retarded
________ RTI- Monitoring or Support
________ Section 504 Data Collection
________ Bilingual / LEP
________ Preschool / Infant
________ Manifestation Determination
________ Low Incidence
________ Behavioral
________ Functional Behavioral Analysis
________ Other:__________________________

Prevention, Wellness Promotion, Crisis Intervention:
At least 3 areas are required
________ Positive Behavior Support
________ Prevention Training/Planning
________ Individual Counseling
________ Behavioral Support Plan (2 Required)
________ (Include sample case notes/goals and progress notes)
________ Group Counseling
________ (Include sample case notes and progress notes)
________ Crisis Support/Counseling
________ 504 Plan
________ Other:

Communication, Consultation, Collaboration: (cont.)
Communication
________ In-service Presentation (1 required)
________ IEP Assessment Results (At least 6)
________ Other

Observation Experiences:
At least 3 areas are required
________ Resource Specialist Program
________ Special Day Class
________ Low Incidence Programs
________ General Education
________ Autism Programs
________ Infant / Preschool Programs
________ Supervisor
________ Student
________ Special Education Placement Discussions
________ Other:

Program Development/Evaluation
At least 1 required
________ Needs Assessment
________ Training
________ Program Proposals, Grants, Support
________ Evaluation/Data Collection
________ Planning Facilitation
________ Support for School Climate, Safety, Organization
________ Other:

Participation/Team Membership:
________ SST
________ Staff Meetings
________ IEP
________ Crisis Team
________ Planning Team
________ Professional Orgs.
________ Other:

(Note: Required totals are for year-end summary.)
First-Year Fieldwork Agreement

The goal of the School Psychology First-Year Fieldwork experience is to provide guided learning that promotes the Fieldworker’s professional development. The Fieldwork Agreement, therefore, acknowledges central provisions that ensure a balance between learning and professional development.

In undertaking the supervision of a First-Year Fieldworker School Psychologist, the following provisions are points of agreement:

1. The supervising School Psychologist will possess a School Psychology Credential that is valid and current in the state of practice. Supervisors must have completed at least three (3) years of experience as a credentialed school psychologist.

2. Two (2) hours of face-to-face supervision shall be provided each week to each School Psychology Fieldworker.

3. Fieldworker shall be placed in no more than one (1) school/setting and obtain a minimum of one and one half (1 ½) days per week of experience in school.

4. Supervisors will assist Fieldworker in maintaining a balance of professional activities expected for a first year fieldworker (e.g., shadowing, counseling, practice assessments, teacher and parent interviews via in person or phone, classroom observations, completion of course assignments, introduction to teachers/staff and school culture) to be documented on the Monthly Logs.

5. No more than two School Psychology Fieldworkers or Interns shall be assigned to any given supervisor.

6. The fieldwork placement shall provide appropriate support for the fieldwork experience, including (a) safe, appropriate work environment and office space; (b) constructive weekly supervision to include reviews of cases and activities and feedback; (c) identification of ten (10) non-special education students as part of case load for counseling, tutoring, and practicing of cognitive assessment; and (d) agreement of the fieldworker and supervisor guidelines.

I have read the above and agree to the conditions.

Student Name: ___________________________________________ Date: ___________
Print/ Signature

District/School Representative: _______________________________ Date: ___________
Print/ Signature

CSUEB Faculty Supervisor: _________________________________ Date: ___________
Print/ Signature
Second-Year Advanced Fieldwork Agreement

The goal of the School Psychology Second-Year, Advanced Fieldwork experience is to provide opportunities for intervention, consultation, and assessment cases to develop beginning competency and professional identity. The Fieldwork Agreement, therefore, acknowledges central provisions that ensure a balance between learning and professional development.

In undertaking the supervision of a Second-Year Fieldworker School Psychologist, the following provisions are points of agreement:

1. The supervising School Psychologist will possess a School Psychology Credential that is valid and current in the state of practice. Supervisors must have completed at least three (3) years of experience as a credentialed school psychologist.

2. Two (2) hours of face-to-face supervision shall be provided each week to each School Psychology Fieldworker.

3. Fieldworker shall be placed in no more than two (2) school/settings and obtain a minimum of two (2) days per week of experience in school.

4. Supervisors will assist Fieldworker in maintaining a wide-ranging, balanced experience of professional activities expected for a second-year fieldworker (e.g., active participation in collaborative problem-solving teams; guided assessment for data-based decision making; behavioral and counseling interventions; consultation with at least one teacher for an entire quarter; and shadowing of supervisor) to be documented on the Monthly Logs. Approximately 8-12 assessment cases are suggested.

5. No more than two School Psychology Fieldworkers shall be assigned to any given supervisor.

6. The fieldwork placement shall provide appropriate support for the fieldwork experience, including (a) safe, appropriate work environment and office space; (b) constructive weekly supervision to include reviews of cases and activities and feedback; (c) opportunities to attend trainings, and (d) agreement of the fieldworker and supervisor guidelines.

I have read the above and agree to the conditions.

Student Name: ____________________________ Date: ___________

Print/ Signature

District/School Representative: ____________________________ Date: ___________

Print/ Signature

CSUEB Faculty Supervisor: ____________________________ Date: ___________

Print/ Signature
Internship Agreement

The goal of the School Psychology Internship is to provide a guided learning experience that promotes Interns’ professional development. The Intern Agreement, therefore, acknowledges central provisions that ensure a balance between professional service and professional development.

In undertaking the supervision of an Intern School Psychologist, the following provisions are points of agreement:

1. The supervising School Psychologist will possess a School Psychology Credential that is valid and current in the state of practice. Supervisors must have completed at least three (3) years of experience as a credentialed school psychologist.

2. Two (2) hours of face-to-face supervision shall be provided each week to each School Psychology Intern.

3. Interns shall be placed in no more than three (3) schools/settings.

4. Supervisors will assist Interns in maintaining a balance of professional activities (e.g., consultation, counseling, collaboration and assessment) to be documented in the Internship Activities Summary. Approximately 25-35 assessment cases are suggested.

5. No more than two School Psychology Interns shall be assigned to any given supervisor.

6. The Internship placement shall provide appropriate support for the Internship experience, including a contractual agreement that specifies (a) the period of employment consistent with that of the supervising School Psychologist; (b) participation in continuing professional development; (c) expense reimbursement consistent with the district staff; (d) appropriate work environment and adequate supplies, materials secretarial services, and office space; (e) release time for internship supervisors; and (f) commitment to the internship as a training experience.

I have read the above and agree to the conditions.

Student Name: _____________________________________________ Date: ___________
Print/ Signature

District/School Representative: ___________________________________ Date: ___________
Print/ Signature

CSUEB Faculty Supervisor: ___________________________________ Date: ___________
Print/ Signature
California State University, East Bay

SUPERVISOR CERTIFICATE

This is to certify that ___________________________________ has served as an on-site supervisor for __________________________ (student) during the 20___-20___ academic year. Supervision meetings were held for _______ weeks for a total of _______ hours. These hours are recognized for continuing professional development, as the CCSP program is NASP approved.

We gratefully acknowledge the contributions of our supervisors. Their expertise and willingness to share greatly enhance the quality of our students’ learning.

Greg Jennings, Ph.D., Coordinator
Clinical Child/School Psychology Program (CCSP)

_________________________

GREG JENNINGS, Ph.D., COORDINATOR  CLINICAL CHILD/SCHOOL PSYCHOLOGY PROGRAM (CCSP)
FORMATIVE AND PROFESSIONAL SCHOOL PSYCHOLOGY PORTFOLIOS

The portfolio is a developmental product that represents skill, knowledge, and performance relevant to NASP Training Standards and CCSP Professional Dispositions and Clinical Aptitudes. Candidates begin with a Formative Portfolio in the second year. Third-year, full-time internship students are required to complete a Professional Portfolio demonstrating their competence in a variety of areas. The portfolio may include various logs and work samples (e.g., consultation notes or psychoeducational reports) that are illustrative of internship activities and projects throughout the year. Portfolio materials should be compiled cumulatively, and should be shared regularly with the field site and university supervisors in order for the intern to receive guidance and feedback about each activity. The Formative Portfolio is due in the spring quarter of the second year for Advanced PPS School Psychology (EPSY 6205). Interns in EPSY 6880, Intern Supervision, submit one sample and rationale from each domain on weeks 5 and 9 each quarter. The final, Professional Portfolio is submitted Week 9 of spring quarter of the internship year for evaluation by faculty. CCSP maintains submitted portfolios as samples for future interns.

The portfolio is one of several tools used in documenting the activities of the internship year. The student’s successful completion of the internship is evaluated by means of a combination of feedback mechanisms including supervisor rating forms, telephone and face-to-face contacts between university and field site supervisors, and the documentation of intern performance provided in the portfolio.

The portfolio encourages the professional-in-training to keep an ongoing record of experiences gained during second and third years. Properly prepared, the portfolio may also prove helpful in securing that all-important first job as a school psychologist.

Intern portfolios will vary widely, in content as well as presentation. In general, however, it is expected that the portfolio will include samples of work from the following categories: Assessment/Data-Based Decision Making; Intervention/Wellness Promotion; Consultation/Pre-Intervention; Team Membership/ Collaboration; and Program Development/Evaluation.

Each domain of the portfolio is evaluated according to the following ratings:

4 – Exemplary: *(Reserved only for Professional Portfolio during Internship)*
Candidate’s work demonstrates skill, knowledge and application of theory to practice that are above the expectations for a school psychology intern.

3 – Proficient:
Candidate’s work demonstrates appropriate skill, knowledge, and practice that are consistent with the expectations of a school psychology intern.

2 – Developing:
Candidate’s work is cursory and weakly or inconsistently demonstrates connection to skill, knowledge, and practice of school psychology. This is the minimally accepted level of portfolio performance.

1 – Languishing:
Candidate’s work fails to demonstrate the skill, knowledge, and practice of school psychology necessary for appropriate service delivery.
**Formative (2nd Year) and Professional (Internship) Portfolio Domains and Rationale**

**Reflection Questions for Section’s Narratives**

<table>
<thead>
<tr>
<th>Portfolio Domain</th>
<th>Reflection Questions for Section’s Narratives</th>
<th>NASP Standards</th>
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<tbody>
<tr>
<td><strong>Assessment/Data-Based Decisions Making</strong></td>
<td>How did a range of data collection assist in identifying student need, problem solving, making service-related decisions, and providing/improving support to students? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
<td>1, 3, 4, 5, 7, 11, 8, 10</td>
</tr>
<tr>
<td><strong>Intervention/Wellness Promotion</strong></td>
<td>How did “Best Practice”/research-based approaches impact challenging intervention cases (e.g., group/individual counseling, prevention efforts, or mental health referrals)? How did you measure the impact of your intervention? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
<td>7, 3, 1, 4, 5, 10</td>
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<tr>
<td><strong>Consultation/Pre-Intervention</strong></td>
<td>How did indirect/supportive consultation services increase the effectiveness of teacher, parent, and student functioning? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
<td>2, 3, 10, 5, 8</td>
</tr>
<tr>
<td><strong>Team Membership/Collaboration</strong></td>
<td>What communication and collaboration skills were utilized in teamwork (e.g., SST and IEP meetings, intervention teams, or professional organizations)? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
<td>4, 3, 8, 7, 6, 9, 1</td>
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<tr>
<td><strong>Program Development/Evaluation</strong></td>
<td>What data, resources, or in-service were utilized in reviewing, planning, or developing school programs (e.g., academic, social, behavioral, or mental health)? What was the impact of planning or support on school, community, or family systems? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
<td>9, 11, 6, 1.5, 8, 10</td>
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**Rationale for Folio Sections**

1. As an introduction to each section, **briefly** describe what you have included and why you included the sample.

2. **Briefly** identify challenges, lessons learned, outcomes, and values of the case.

3. Answer folio section reflection questions, above.

4. Describe how you demonstrated NASP Training Skills and Program Dispositions.
# Internship Credential: Required Courses

(To be completed at the end of the second year)

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<th>Required Courses</th>
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<tr>
<td>Personality Theory: Prerequisite &quot;&quot; &quot;&quot;</td>
<td>(3)</td>
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<tr>
<td>Developmental Theory: Prerequisite &quot;&quot; &quot;&quot;</td>
<td>(3)</td>
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<tr>
<td>Abnormal Psychology: Prerequisite &quot;&quot; &quot;&quot;</td>
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<td>Statistics: Prerequisite &quot;&quot; &quot;&quot;</td>
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<tr>
<td>Psychological Tests and Measurements: Prerequisite &quot;&quot; &quot;&quot;</td>
<td>(3)</td>
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<tr>
<td>Epsy 5610 Micro Counseling</td>
<td>2</td>
</tr>
<tr>
<td>Epsy 6500 Cognitive Behavioral Therapy</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6610, 6620, 6630 Graduate Seminars I, II, III</td>
<td>6</td>
</tr>
<tr>
<td>Epsy 6670, 6671, 6672, Field Work Group Supervision I, II, III</td>
<td>9</td>
</tr>
<tr>
<td>Epsy 6720 Cognition Theory and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6750 Foundations of Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6758 Developmental Report Writing</td>
<td>3</td>
</tr>
<tr>
<td>Epsy 6765 Psycho/Counseling Services</td>
<td>2</td>
</tr>
<tr>
<td>Epsy 6301 Pediatric Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6403 Child Therapy</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6911 Development Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6302 Individual Development</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6400 Family Therapy</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6746 Neuropsychology</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6810, 6820, 6830 Advanced Graduate Seminar I, II, III</td>
<td>6</td>
</tr>
<tr>
<td>Epsy 6912 Personality Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6870, 6871, 6872 Advanced Fieldwork Group Supervision I, II, III</td>
<td>9</td>
</tr>
<tr>
<td>Epsy 6785 Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Epsy 6764 Intervention Strategies/ Program Development</td>
<td>3</td>
</tr>
<tr>
<td>Epsy 6025 Child Psychopathology</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6669 Mental Health Consultation</td>
<td>3</td>
</tr>
<tr>
<td>Epsy 6023 Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6752 Cross-Cultural Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6762 Group Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Epsy 6225 Advanced School Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Units Required for Internship Credential**: 106

Note: All requirements for this credential must be completed before any hours of Internship (1,200 hours) can be accrued.
SCHOOL PSYCHOLOGY CLEAR CREDENTIAL  
(Final Credential) to be completed at end of third year

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Theory: Prerequisite to be completed before beginning the program</td>
<td>(3)</td>
</tr>
<tr>
<td>Personality Theory: Prerequisite &quot;&quot; &quot;&quot;</td>
<td>(3)</td>
</tr>
<tr>
<td>Developmental Theory: Prerequisite &quot;&quot; &quot;&quot;</td>
<td>(3)</td>
</tr>
<tr>
<td>Abnormal Psychology: Prerequisite &quot;&quot; &quot;&quot;</td>
<td>(3)</td>
</tr>
<tr>
<td>Statistics: Prerequisite &quot;&quot; &quot;&quot;</td>
<td>(3)</td>
</tr>
<tr>
<td>Psychological Tests and Measurements: Prerequisite &quot;&quot; &quot;&quot;</td>
<td>(3)</td>
</tr>
<tr>
<td>EPSY 5610 Micro Counseling</td>
<td>2</td>
</tr>
<tr>
<td>EPSY 6500 Cognitive Behavioral Therapy</td>
<td>4</td>
</tr>
<tr>
<td>EPSY 6610, 6620, 6630 Graduate Seminars I, II, III</td>
<td>6</td>
</tr>
<tr>
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<tr>
<td>EPSY 6720 Cognition Theory and Assessment</td>
<td>4</td>
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<td>EPSY 6750 Foundations of Counseling</td>
<td>4</td>
</tr>
<tr>
<td>EPSY 6758 Developmental Report Writing</td>
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</tr>
<tr>
<td>EPSY 6765 Psych/Counseling Services</td>
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<td>EPSY 6301 Pediatric Psychology</td>
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<td>EPSY 6870, 6871, 6872 Advanced Fieldwork Group Supervision I, II, III</td>
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<tr>
<td>EPSY 6669 Mental Health Consultation</td>
<td>3</td>
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<tr>
<td>EPSY 6023 Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>EPSY 6752 Cross-Cultural Counseling</td>
<td>4</td>
</tr>
<tr>
<td>EPSY 6762 Group Counseling</td>
<td>4</td>
</tr>
<tr>
<td>EPSY 6205 Advanced PPS School Psychology</td>
<td>4</td>
</tr>
<tr>
<td>EPSY 6880 Internship I, II, III (three quarters, 15 units each)</td>
<td>45</td>
</tr>
</tbody>
</table>

**TOTAL UNITS REQUIRED FOR CLEAR CREDENTIAL** 151

*These courses, together with a master’s degree in Educational Psychology, Counseling, Psychology, or a related field, will fulfill all requirements for the PPS Credential with Specialization in School Psychology.

Additional Courses Required for MFT Licensure:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 6788 Domestic Abuse Counseling</td>
<td>1</td>
</tr>
<tr>
<td>EPSY 6029 Chemical Dependency</td>
<td>2</td>
</tr>
<tr>
<td>ESPY 6406 Human Sexuality Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

**GRAND TOTAL (Credential Courses plus Additional Courses for MFT Licensure)** 155
SCHOOL PSYCHOLOGY CREDENTIAL
http://www.ctc.ca.gov/credentials/leaflets/cl606c.pdf

TITLE V
AMENDMENT
1999

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

1) provide services that enhance academic performance;

2) design strategies and programs to address problems of adjustment

3) consult with other educators and parents on issues of social development, behavioral and academic difficulties;

4) conduct psycho-educational assessments for purposes of identifying special needs;

5) provide psychological counseling for individuals, groups and families; and

6) coordinate intervention strategies for management of individual and school-wide crises.

Requirements for the Clear Credential with a Specialization in School Psychology

Individuals must satisfy all the following requirements:

1. A baccalaureate degree or higher, except in professional education, from a regionally-accredited college or university;

2. Complete post baccalaureate degree study consisting of a minimum of 60 semester units in a California Commission-approved professional preparation program specializing in school psychology, including a practicum with school-aged children;

3. Obtain the recommendation of a California college or university with a Commission-approved Pupil Personnel Services program specializing in school psychology. This process will result in the college or university submitting the recommendation online;

4. Complete the Basic Skills Requirement. See Commission leaflet CL-667, entitled Basic Skills Requirement for additional information;

5. Complete the LiveScan fingerprint process (form 41-LS);

6. Pay the application processing fee (see Fee Information leaflet CL-659) once the recommendation has been submitted online by the college or university. Individuals will be notified via e-mail that the application has been submitted and is awaiting payment in a secured database.
## EXIT INTERVIEW: NASP STANDARD EVALUATION

<p>| | | | | | |</p>
<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Data-based decision making and accountability:</strong> ability to define current problem areas, strengths, and needs (at the individual, group, or systems level) through assessment and measure the effects of the decisions that result from the problem-solving process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. <strong>Interpersonal communication, collaboration, and consultation:</strong> skills in collaborating and consulting with others at the individual, group, or systems level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. <strong>Effective instruction and development of cognitive/academic skills:</strong> skills in developing cognitive and academic goals for students, implementing plans to assist students in achieving these goals, and monitoring student progress toward the goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. <strong>Socialization and development of behavioral competencies:</strong> skills in developing behavioral, affective, and/or developmental goals for students, implementing plans to assist students in achieving these goals, and monitoring student progress toward the goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. <strong>Student diversity in development and learning:</strong> awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic backgrounds.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. <strong>School structure, organization, and climate:</strong> skills in understanding schools as systems and in facilitating changes in school structure and policies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. <strong>Prevention, wellness promotion, and crisis intervention:</strong> knowledge of child development and psychopathology, prevention activities, and crisis intervention.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. <strong>Home/school/community collaboration:</strong> knowledge of family influences on students' wellness, learning, and achievement and to increase their skills in forming partnerships among families, schools, and communities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. <strong>Research and program evaluation:</strong> skills in understanding research design and statistics and to improve their ability to translate research into practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. <strong>School Psychology practice and development:</strong> knowledge of history, foundation, ethical, professional, legal standards, and skills for life-long learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. <strong>Information Technology:</strong> knowledge of information sources and technology in ways that safeguard/Enhance quality of service</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Marriage Family Therapy Licensure: Trainee Responsibilities

1. The MFT student must complete at least 18 quarter units in order to qualify as an MFT trainee prior to commencing the MFT fieldwork experience.

2. The MFT trainee must secure a signed “Responsibility Statement for Supervisor” prior to commencing MFT fieldwork experience.

3. When off-site supervision is being provided, the trainee must secure a “Letter of Agreement” signed jointly by the supervisor, the MFT trainee, and an authorized representative of the employer/organization where hours are being accumulated.

4. The MFT trainee must ensure that all paid hours of MFT experience are gained as an employee (IRS Form W-2) and not as an independent contractor (IRS Form 1099).

5. The MFT trainee must retain a W-2 statement (or copy) for each employment setting, and for each year, in which the trainee is receiving pay and accumulating hours of supervised experience.

6. The MFT trainee must secure a signed voluntary employment statement for each employment setting in which the trainee is not receiving pay but is accumulating hours of supervised experience.

7. The MFT trainee must secure a signed statement describing the type of setting (school, college, university, non-profit, or charitable) in which the trainee is accumulating hours of supervised experience.

8. The MFT trainee must accumulate a minimum of one hundred and fifty (150) face-to-face client contact hours prior to graduation from the program.

9. The MFT trainee must ensure that all hours accumulated toward licensure are gained in a fieldwork setting that has been approved by the faculty advisor (by means of a formal written agreement or contract) as an appropriate fieldwork setting for the trainee.

10. The MFT trainee must ensure that separate “units” of supervision (i.e., one hour of individual or two hours of group supervision) are provided for each work setting in which the trainee is gaining hours. For each unit of supervision, no more than five (5) hours of experience may be accumulated.

11. The MFT trainee must maintain weekly logs (“Weekly Summary of Hours of Experience”) for all hours of experience gained toward licensure. (Note that these logs are separate from, and in addition to, the logs that students must maintain as part of the School Psychology Internship.)

12. The MFT trainee must cooperate in the periodic evaluation of his/her performance in the fieldwork experience, and must provide copies of these evaluations to the faculty advisor.
13. The MFT trainee must complete all MFT coursework, including Child Abuse Seminar, Human Sexuality Seminar, and Chemical Dependency Seminar, prior to graduation from the program, and must file a Major Check form in accordance with University timelines.

14. The MFT trainee must accept independent responsibility for maintaining a complete file of all logs, statements, agreements, and documentation required for licensure. The University is unable to provide this service.

15. The MFT trainee must notify the faculty advisor in a timely manner of any professional or personal difficulties which might affect the trainee’s ability to comply with trainee duties or responsibilities.

16. The MFT trainee must abide by all current laws and ethics related to psychotherapy.

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

MFT Trainee Print Name/ Signature  Date

Faculty Advisor Print Name/ Signature  Date
MFT HOURS ACQUISITION

Exclusion of Summer MFT Hours (P.P.S. Cluster)

MFT Trainees are able to accrue hours toward licensure under a four-way agreement among the student, agency, University, and University supervisor. The P.P.S. Cluster does not offer summer courses; therefore, the P.P.S. Cluster is not able to allow for the acquisition of MFT hours during the summer.

A minimum of 150 face-to-face counseling hours must be completed by the Spring Quarter of the second year to meet the MFT requirements. Be sure to have the University Supervisor sign MFT logs each quarter of the second year. There will be no MFT hours acquired from University Supervisors in the third year.

MFT INTERN CRITICAL REMINDERS

- A minimum of 3000 hours of experience is required.
- Not more than 750 hours of counseling and direct supervisor contact may be obtained prior to the granting of the qualifying degree. Such applicants are “trainees,” which means unlicensed persons enrolled in qualifying master’s or doctor’s degree programs who have completed no less than 12 semester units or 18 quarter units of coursework. For such persons, a minimum of 1700 hours must be gained subsequent to the master’s or doctor’s degree.
- No hours may be counted as a trainee for administering and evaluating psychological tests, writing clinical reports or doing process or notes.
- Trainees are not required to have completed 12 semester or 18 quarter units of study to receive personal psychotherapy for countable hours.
- Persons who post for academic degree and do not apply for intern registration within 90 days of their degree date will not begin to accrue hours post-degree until the intern registration number is granted.
- No more than 40 hours of experience may be credited for any week.
- Not less than five hundred (500) total hours of experience shall have been gained in diagnosing and treating couples, families, and children.
- No more than two hundred fifty (250) hours of experience will be credited for administering and evaluating psychological tests of counselees, writing clinical reports, writing progress notes, or writing process notes; no more than five hundred (500) hours of experience may be credited for such activities. No such hours may be counted as a trainee.

Grid of Hours

| No more than 1/3 of the hours may be in supervision and other professional enrichment activities. 1/3 of 3000 = 1000 | If max out in all other areas, at least 500 hrs will be with individual or additional hrs with couples, families and children | No more than 250 hrs doing counseling or crisis counseling by telephone | More than 250 hrs administering and evaluating psych tests, writing clinical reports, doing process/progress notes. No such hrs may be gained as a trainee | More than 500 hrs doing group counseling or therapy | Minimum of 500 hrs working with couples, families and children |
|---|---|---|---|---|
| Supervision + Personal Psychotherapy + Workshops | No more than 100x3=300 hrs for personal psychotherapy received (does not require supervision) | No more than 250 hrs in workshops, training sessions, seminars & conferences (requires supervision) | All hours require supervision by a qualified supervisor |
## From Masters Degree to Licensure
### Granting of Master’s

<table>
<thead>
<tr>
<th>Gaining Masters Degree</th>
<th>“Registered Intern” maximum 6 years</th>
<th>“Applicant” application pending or hours approved and in exam process</th>
</tr>
</thead>
<tbody>
<tr>
<td>“trainee” minimum 2 years</td>
<td>90 days “Applicant” for Intern Registration</td>
<td></td>
</tr>
</tbody>
</table>

12 Semester/18 quarter units required to collect hours of experience

To count hours post degree must apply for Intern Registration within 90 day window

Licensure as an MFT
CRISIS SITUATIONS

Consultation Required

Consultation is a necessary component of best practices. School and clinic-based experiences expose fieldworkers/interns to a variety of situations. Some situations may require additional and immediate support from faculty and field supervisors. In such instances, to protect the fieldworker/intern and client, consultation is critical to ensure that the best course of action is implemented. As well, consultation is a valuable part in the fieldworker/intern’s professional development as they can learn the most effective way in managing a crisis situation through guidance and support. The following are situations that require consultation:

2. A client communicates a serious threat of physical violence against a reasonably identifiable victim or victims.
3. A client reveals suicidal thoughts, feelings, or behaviors.
4. A client reveals any potentially life-threatening circumstance, such as criminal exploitation or substance abuse.

Each of these situations implies possible harm to self or others. The first two instances are called “mandatory report situations” because a legal report is (almost always) required. Although a legal report is not required in the case of potential suicide or harm to self, good practice demands (and the law permits) appropriate actions to ensure the safety of the client, even when confidentiality cannot be preserved. Timely and appropriate response becomes especially critical when your client is a minor.

In each of these instances, our student trainees are required to consult as soon as possible, both with their fieldwork (on-site) supervisor(s) and with their campus supervisor(s). Further, it is essential that student trainees be knowledgeable about the crisis intervention policies of the settings in which they work, and that they understand the basic principles of suicide assessment and psychological crisis intervention.

I understand that I am required to seek immediate consultation with my supervisors in situations involving harm to self or others. I have clarified any of the above information which I did not understand. I understand my consulting responsibilities, and I agree to comply.

______________________________ ____________
Student Trainee Print Name/ Signature   Date

______________________________ ______________
Campus Supervisor Print Name/ Signature   Date
Child Abuse and Neglect Reporting Law
(P.C. 11166) Reporter Responsibility and Sample Employee Form

Definitions: The following situations are reportable conditions:

- Physical abuse
- Sexual abuse
- Child exploitation, child pornography, and child prostitution
- Neglect
- Extreme corporal punishment resulting in injury
- Willful cruelty or unjustifiable punishment

Who Reports: The following individuals are legally mandated reporters:

- Child care custodians
- Health practitioners
- Commercial film or photographic print processors
- Child Protective Agencies

When to Report: A telephone report must be made immediately when the reporter observes a child in his/her professional capacity or within the scope of his/her employment, has knowledge that, or has reasonable suspicion that, the child has been abused. A written report, on a standard form, must be sent within 36 hours after the telephone report has been made.

To Whom Do You Report: You have a choice of reporting to the Police or Sheriff’s Department or the Probation Department or Child Welfare Agency. Each county has preferred reporting procedures.

Individual Responsibility: Any individual who is named in the reporting law must report abuse. If the individual confers with a superior and a decision is made that the superior file the report, one report is sufficient. However, if the superior disagrees, the individual with the original suspicion must report.

Anonymous Reporting: Mandated reporters are required to give their names. Non-mandated reporters may report anonymously. Child protective agencies are required to keep the mandated reporter’s name confidential, unless a court orders the information disclosed.

Immunity: Any legally mandated reporter has immunity when making a report in good faith. In the event a civil suit is filed against the reporter, reimbursement for fees incurred in the suit will be provided in an amount up to $50,000. No individual can be dismissed, disciplined or harassed for making a report.

Liability: Legally mandated reporters can be criminally liable for failing to report suspected abuse. The penalty for the misdemeanor is up to six (6) months in county jail, a fine of not more than $1,000, or both. Mandated reporters can also be civilly liable for failure to report.
Notification Regarding Abuse: You are not legally required to notify the parents that you are making a report; however, it is often beneficial to let the parents know you are reporting for benefit of a future relationship.

I understand that I am a legally mandated reporter. I have clarified any information listed above which I did not understand, and am now aware of my reporting responsibilities, and am willing to comply. I have also requested an explanation of reporting policies within this agency and understand them as well.

_______________________________________   _________________
Employee’s Name          Date

________________________________________   _________________
Witness (Supervisor)          Date
Suicide Assessment

A Structured Interview:

The following questions are provided as a set of guidelines for assessing suicidal intent and for structuring an immediate intervention plan. When working with a depressed client, even a client who has not verbalized thoughts of suicide, good clinical practice requires that the therapist conduct a suicide assessment, in order to understand the level of danger posed. Indeed, any time that suicidal thoughts are signaled, the therapist needs to assess.

The questions listed below should not be memorized as exact “scripts.” You will need to change the language to suit each client and each situation. In general, however, these are the kinds of questions that have been found useful in situations in which suicide is a potential threat.

1. What has happened to make you feel the way you are feeling? (Provides essential information and addresses client’s needs to be heard and understood.)

2. Have you had any thoughts about hurting yourself? (Addresses suicidal ideation.)
   - Have you ever had thoughts like this in the past?
   - Have you ever acted upon them?

3. (If yes to Question #2): If you were to decide to harm yourself in some way, have you thought about how you would do it? (Addresses level of suicidal intent: planfulness and lethality.)

4. (If yes to Question #3): Do you currently have access to _________ (a gun, pills, car, or whatever means of self-harm has been specified in the client’s plan?) (Addresses immediate feasibility of clients acting upon the plan.)

5. To this point, what has kept you from harming yourself? (Addresses coping mechanisms and positive influences currently in operation.)

6. Who are the people who could support you at this difficult time? (Addresses the availability of a personal support system.)
KEY PROGRAM DEADLINES

Prior to Starting Year One of the Program

A. University application and materials are submitted and approved by the University graduate admissions department. Student needs to provide the Educational Psychology Department documentation of acceptance to the University.

B. Provide proof of completion of the undergraduate degree (final transcript with degree posted) before enrolling in any classes. Please remember that the University requires official transcripts from all schools attended even if transfer work appears on another school’s transcripts.

C. Complete Program Prerequisites.

- Complete all course prerequisites, with grades of B or higher, prior to starting any coursework in the program. If taking course(s) over the summer, the student needs to provide documentation of enrollment and upon completion, official transcript.
  - Learning (3 units); PSYC 4210
  - Statistics (3 units); STAT 1000
  - Personality (3 units); PSYC 4610
  - Abnormal Psychology (3 units); PSYC 4410
  - Human, child, or Adolescent Development (3 units); PSYC 4420
  - Psychological Tests (3 units); PSYC 3200

D. Satisfy the Basic Skills Requirement (BSR).

- You must complete the Basic Skills Requirement prior to enrollment in the Fall Quarter of the first year of the program.

- Applicants usually meet this requirement by passage of the California Basic Educational Skills Test (CBEST). The scores for this exam do not expire.

  Below are other state-approved ways to meet Basic Skills Requirement:
  1. passing CBEST score report
  2. passing basic skills test from another state
  3. CSU Placement Test results – Entry Level Math (ELM): 50 and English Placement Test (EPT): 151

E. Complete the Writing Skills Test (WST) Requirement.

- Satisfied by one of the following: CBEST Writing score of 53 or above, GRE Writing 4.5 or above, CSUEB Writing Skills Testing requirement, or your undergraduate University’s Writing requirement
• See CSUEB Writing Skills Requirement for additional information. Student may waive WST by successfully completing English 3000 or 3001. Consult with Program coordinator for approval.  
http://www.csueastbay.edu/ge/gerequirements/uwst.htm

F. Apply for the Certificate of Clearance (fingerprint clearance).

• You must apply for the Certificate of Clearance prior to enrolling in the Fall Quarter of the first year of the program. If you already hold a valid, non-expired credential document or permit issued by the California Commission on Teacher Credentialing, a copy of that document suffices for proof of fingerprint clearance.

• Instructions for applying for a Certificate of Clearance are available through the Credential Student Service Center website at:  
http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html

G. Submit proof of Negative Tuberculosis.

• Each applicant who is admitted into a CSUEB credential program must submit documentation of a Negative Tuberculosis Test. The test results are only valid for three years. Therefore, a program duration of three years requires you to have a very recent TB test result in order to cover you while in the program. An official, signed TB test report from a physician can be submitted as verification of one’s TB clearance.

• Documentation is due prior to enrolling in the Fall Quarter of the first year of the program.

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

During Year One

A. Sign and submit all required Program forms beginning fall quarter (e.g., Condition of Candidacy, Practicum Information Sheet, Crisis Consultation, Child Abuse Reporting Requirement, Student/Supervisor Fieldwork Guidelines).

B. Submit a Field Work Evaluation each quarter, by week nine (9), completed by your on-site supervisor.

C. Complete all Field Work units satisfactorily.

D. Complete all required courses with grades of B or higher.

E. Consult with CSUEB supervisor and on-site supervisor as required or appropriate.
F. Maintain a log of face-to-face counseling hours for MFT, to be signed by your University Supervisor winter and spring quarters.

G. Begin considering 2nd-year placement in mid winter quarter.

H. Begin a Major Check Form and prepare for Annual Student Review in order to Advance to Candidacy.
   - Complete Survey Monkey forms for self disposition evaluation. Bring hard copies of forms to Annual review.
   - Complete Practicum Information sheet and bring to Annual review (be sure to keep form updated during placement year).

During Year Two

A. Submit Student/Supervisor Advanced Fieldwork Guidelines (beginning fall quarter) and Field Work Evaluation, completed by your on-site supervisor, once each quarter by week nine (9).

B. Complete all Advanced Field Work units satisfactorily.

C. Complete all required courses satisfactorily. Any grade lower than a B must be remediated to a level of acceptable competence and instructor approval.

D. Must complete the **Internship Credential Application** by the end of spring Quarter.

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

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

E. Take the NCSP examination. You are not required to pass at this time. Many students take the exam the end of 2nd year.

F. Must complete 150 hours of face-to-face counseling by the end of the spring quarter to meet MFT requirements.

G. Obtain an Internship Placement for the third year- consider districts in mid winter.
H. Secure a signed Internship Agreement between CSUEB and the Employer/ School District in which you will complete your Internship.

I. File a Change of Graduate Status form with your advisor in order to be Classified and Advanced to Candidacy. (The Writing Skills Requirement must be complete prior to filing.)

J. Prepare for Annual Student Review in spring.
   - Complete all Survey Monkey forms and bring hard copies to Annual Review.
   - Complete Practicum Information Sheet and bring to Annual Review.

During Year Three

A. Submit an Intern/Supervisor Guidelines (beginning fall quarter) and Internship Evaluation each quarter, by week nine (9), completed by your on-site supervisor.

B. Maintain Internship Log and monthly Activity Summary to be signed by on-site-supervisor and to be submitted each quarter by week nine (9).

C. Complete all Internship units satisfactorily.

D. Apply for June graduation during winter Quarter.

   Applications must be completed during the quarter before expected graduation. Check exact application dates and deadlines in the Ed Psych Office. Complete Major Check form with your advisor and submit to the EPSY Office.

E. Submit Internship Portfolio by week 9 of spring quarter.

F. Pass the NCSP examination; prepare for Exit Interview.

G. Apply for your Pupil Personnel Services Credential in School Psychology.

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

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

- Self-Assessments (Survey Monkey forms, complete online and bring in hard copies)
  - Professional Dispositions
  - Clinical Aptitudes
  - NASP Standards
    - Core Knowledge Base and Foundations
    - Professional Skills and Training

- Professional Portfolio Review
  - Data-Based Decision Making
  - Wellness Promotion/ Intervention
  - Consultation/ Pre-Referral Int. Collaboration/Communication
  - Team Coordination/ Membership
  - Program Development/Creative Activities

- Program Feedback

CCSP BLACKBOARD SITE: AN APPLICATION OF INFORMATION TECHNOLOGY

The CCSP Program utilizes an electronic “BlackBoard” site, http://bb.csueastbay.edu, to make important announcements; post dates of Program events; and provide professional resources including research, best practices, and sample student work.

More information regarding the Self-Assessments, Professional Portfolio, Fieldwork, Courses, are available on the Clinical Child/School Psychology BlackBoard site.

*Note: Students are required to check the PPS Blackboard site weekly for any Program updates, changes, or requirements.

STUDENT AGREEMENT

I have fully read and understand the guidelines and expectations set forth by the CCSP program as indicated in the Student Handbook. I agree to regularly review the Student Handbook for successful completion of my training. I understand that I will be assessed on my understanding of Program policies, practices, and values contained in this Handbook.

____________________________________
Student Signature   Date
Please contact me if you have any questions or suggestions regarding the CCSP Handbook:

Greg Jennings, Ph.D.
Professor
Child Clinical / School Psychology Coordinator
Department of Educational Psychology
California State University, East Bay
(510) 885-2296
greg.jennings@csueastbay.edu
INSTRUCTOR: Dr. Greg Jennings
OFFICE: 382
PHONE: (510) 885-2296
Email: greg.jennings@csueastbay.edu
HOURS: Tues. 2-4
Wed. 3-4
(and by appointment)

COLLEGE OF EDUCATION AND ALLIED STUDIES THEME STATEMENT

Preparing leaders committed to social justice and democracy.

It is important for school psychologists to promote learning opportunities, wellness, and equity among underserved students. This three-quarter course addresses this theme by training school psychology interns to collaborate with peers and school personnel in order to serve students of diverse backgrounds. This is the final field placement supervision before students are evaluated for school psychology credential readiness; therefore, interns will have the opportunity to demonstrate a wide range of their professional skills.

COURSE SCOPE AND OBJECTIVES (NASP Standards: 1, 2, 4, 5, 6, 7, 8, & 11)

This is a three-quarter seminar that accompanies the school-based internship placement. Students will have the opportunity to bring their internship experiences into the supervision seminar for the purpose of support, guidance, and professional growth.

The primary goals of the course are as follows:

1) to develop skills in group collaboration and case presentation;
2) to integrate knowledge acquired thus far in the program; and
3) to accommodate conception of professional roles to situations encountered in the field.

COURSE REQUIREMENTS AND GRADING STANDARDS

This course is graded on a "credit/ no credit" basis. In order to receive a grade of "credit" students must:

1) attend classes regularly and timely;
2) actively participate in class discussions and weekly case presentations in order to demonstrate competency in collaboration and problem solving;
3) give one brief informational presentation on a profession issue (fall quarter) in class and present it in a school in-service once during the year;

4) maintain monthly internship hour logs and monthly activity logs- to demonstrate professional activity and behavior, and, request that all supervisors complete a quarterly internship evaluation (due week 9 of fall, winter, and spring quarters);

5) complete a professional portfolio, a collection of “best examples” of work in the field, with rationales about how samples demonstrate emerging professional knowledge and skill.

The following is a brief overview of reflection questions for narrative rationales:

<table>
<thead>
<tr>
<th>Portfolio Domain</th>
<th>Reflection Questions for Section’s Narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment/Data-Based Decisions Making</td>
<td>How did a range of data collection assist in identifying student need, problem solving, making service-related decisions, and providing/improving support to students? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
</tr>
<tr>
<td>Intervention/Wellness Promotion</td>
<td>How did “Best Practice”/ research-based approaches impact challenging intervention cases (e.g., group/individual counseling, prevention efforts, or mental health referrals)? How did you measure the impact of your intervention? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
</tr>
<tr>
<td>Consultation/Pre-Intervention</td>
<td>How did indirect/supportive consultation services increase the effectiveness of teacher, parent, and student functioning? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
</tr>
<tr>
<td>Team Membership/ Collaboration</td>
<td>What communication and collaboration skills were utilized in teamwork (e.g., SST and IEP meetings, intervention teams, or professional organizations)? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
</tr>
<tr>
<td>Program Development/ Evaluation &amp; Creative Activities</td>
<td>What data, resources, or in-service were utilized in reviewing, planning, or developing school programs (e.g., academic, social, behavioral, or mental health)? What was the impact of planning or support on school, community, or family systems? How did you demonstrate NASP Training Skill(s)? How did you demonstrate Program Disposition(s)?</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY
More than one un-excused absence may jeopardize credit for the quarter, and students may have to extend internship an additional quarter to receive credit.

**SCHOOL PSYCHOLOGY CREDENTIAL**

The CCSP Program challenges candidates to achieve professional excellence during the internship. The faculty recommends only those candidates for the PPS Credential in School Psychology who consistently demonstrate professional, ethical, and legal behavior in field placements. Please communicate any concerns regarding supervision, placement or other ethical/professional concerns as soon as possible in order to be proactive.

Faculty will evaluate candidates’ readiness for the PPS Credential based on NASP Training Standards, as described below.

<table>
<thead>
<tr>
<th>1. Data-based decision making and accountability: ability to define current problem areas, strengths, and needs (at the individual, group, or systems level) through assessment and measure the effects of the decisions that result from the problem-solving process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Interpersonal communication, collaboration, and consultation: skills in collaborating and consulting with others at the individual, group, or systems level.</td>
</tr>
<tr>
<td>3. Effective instruction and development of cognitive/academic skills: skills in developing cognitive and academic goals for students, implementing plans to assist students in achieving these goals, and monitoring student progress toward the goals.</td>
</tr>
<tr>
<td>4. Socialization and development of behavioral competencies: skills in developing behavioral, affective, and/or developmental goals for students, implementing plans to assist students in achieving these goals, and monitoring student progress toward the goals.</td>
</tr>
<tr>
<td>5. Student diversity in development and learning: awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic backgrounds.</td>
</tr>
<tr>
<td>6. School structure, organization, and climate: skills in understanding schools as systems and in facilitating changes in school structure and policies.</td>
</tr>
<tr>
<td>8. Home/school/community collaboration: knowledge of family influences on students’ wellness, learning, and achievement and to increase their skills in forming partnerships among families, schools, and communities.</td>
</tr>
<tr>
<td>9. Research and program evaluation: skills in understanding research design and statistics and to improve their ability to translate research into practice.</td>
</tr>
</tbody>
</table>
10. **Legal, ethical practice, and professional development**: knowledge of ethical, professional, and legal standards

11. **Information Technology**: knowledge of information sources and technology in ways that safeguard/enhance quality of service

Each quarter student Interns will self-evaluate their progress in these training areas and maintain a record of activities in each area. In Summary, faculty will evaluate progress in skill and knowledge via supervisor evaluations, portfolio quality, case presentations, and University supervision participation. These factors will be considered in recommending School Psychology certification.

**CASE PRESENTATIONS**

Student interns will present formal cases in the following, SOAP, format:

- **Subjective**
  - How is the student perceived/seen?

- **Objective**
  - How does the student present clinically?

- **Assessment**
  - What data indicate relative strengths and weaknesses?

- **Plan**
  - How will student be supported? What are next steps?

Students will provide each supervision participant a 1-page summary of the SOAP presentation with central background information as introduction.

**IN-SERVICE PRESENTATION**

Interns will select one topic, based upon content and skill areas of professional goals, for an in-service presentation to teachers, parents, or larger school-community groups. The purpose is to provide educational insight in schools and to gain experience in professional presentation. Intern students will give a practice presentation to the supervision group.

**EARTHQUAKE EMERGENCY INFORMATION**

**During an earthquake:**

- Duck and cover- get under a desk or table. Protect your head with your arms.
- Do NOT exit building; objects may fall from roof. Do NOT use elevators.

After the shaking stops, remain calm. Think about a way out. Check for potential hazards. When safe, evacuate to an open area. Assemble at the Amphitheater where you will receive further information. Use telephone (911) only for genuine emergencies. Expect aftershocks.

**STUDENT DISABILITIES**

If you have a documented disability (through SDRC) and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the professor as soon as possible.