

**California University
of Pennsylvania**

California, Pennsylvania



**SCHOOL PSYCHOLOGY
PROGRAM
HANDBOOK**

2016

TABLE OF CONTENTS

SECTION I

PROGRAM OVERVIEW	5
A. INTRODUCTION	6
B. PHILOSOPHY AND GOALS	7
C. PROCESS AND PROGRAM EVALUATION	8
D. UNIVERSITY COMMITMENT TO DIVERSITY	10
E. EVALUATION OF CANDIDATE PERFORMANCE	10

SECTION II

SCHOOL PSYCHOLOGY PROGRAM – POLICIES PROCEDURES AND REQUIREMENTS	12
A. ADMISSION AND MATRICULATION	13
B. RESIDENCY REQUIREMENT	15
C. PROFESSIONAL DEVELOPMENT POLICY	15
D. ADVISEMENT PROCEDURE	16
E. COURSE WORK AND ACADEMIC REQUIREMENTS	17
F. WORK CLEARANCES AND LIABILITY INSURANCE	17
G. MASTER’S DEGREE CANDIDACY	17
H. RESEARCH REQUIREMENTS	18
I. MASTER’S COMPREHENSIVE EXAMINATION	18
J. GRADUATION REQUIREMENTS	21
K. TIME LIMITATIONS FOR COMPLETING MASTER’S DEGREE	21
L. POST MASTER’S CERTIFICATE PROGRAM	21
M. PRE-INTERNSHIP COMPETENCY EXAM	22
N. INTERNSHIP	22
O. PAPA AND PRAXIS EXAMS	22
P. PORTFOLIO	22
Q. TIME LIMITATIONS FOR COMPLETING SPECIALIST CERTIFICATE	23
R. CHANGE OF NAME AND/OR ADDRESS	23

TABLE OF CONTENTS (CONTINUED)

SECTION III

CURRICULUM OF THE SCHOOL PSYCHOLOGY PROGRAM 24

A. CURRICULUM OBJECTIVES OF THE SCHOOL PSYCHOLOGY PROGRAM 25

B. SEQUENCE OF COURSEWORK FOR THE SCHOOL PSYCHOLOGY PROGRAM 26

SECTION IV

PRACTICA 28

A. RATIONALE 29

B. PRACTICA REQUIREMENTS 30

C. LOGS, PERMISSION FORMS, AND SUPERVISION 34

D. LEGAL AND ETHICAL CONSIDERATIONS 34

SECTION V

INTERNSHIP 35

A. INTRODUCTION 36

B. GOALS 36

C. PREREQUISITES 36

D. PRE-INTERNSHIP COMPETENCY EVALUATION 37

E. ACTIVITIES 37

F. SITE APPROVAL CRITERIA 39

G. INTERNSHIP PLAN/CONTRACT 39

H. POLICY ON PLACEMENT OF CANDIDATE AT SITE 40

I. LOCATION OF SITES 40

J. SCHOOL PSYCHOLOGY CLINIC 40

K. SCHEDULING OF TIME 40

L. STIPENDS AND FEES 40

M. SUPERVISION 41

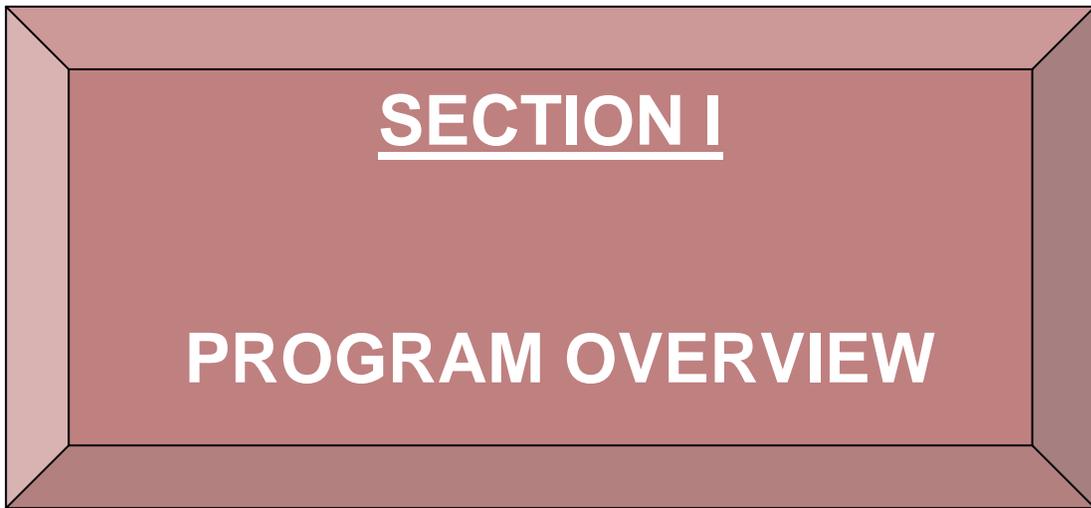
N. RESPONSIBILITIES OF THE CANDIDATE 43

O. RECALL OF AN UNSATISFACTORY CANDIDATE 44

P. OBTAINING THE EDUCATIONAL SPECIALIST CERTIFICATE 44

TABLE OF CONTENTS (CONTINUED)

<u>APPENDICES</u>	45
A. SCHOOL PSYCHOLOGY PROGRAM POLICY FORMS	46
• CONTINUING EDUCATION PROGRAM FORMS	47
B. SCHOOL PSYCHOLOGY PROGRAM CURRICULUM FORMS	58
• SCHOOL PSYCHOLOGY PROGRAM ADVISEMENT/CURRICULUM SHEET	59
• SCHOOL PSYCHOLOGY STUDENT CHECKLIST	61
C. CANDIDACY FORMS	65
• SCHOOL PSYCHOLOGY CANDIDACY FORM	66
• TRACKING FORM	67
D. POLICY AND PROCEDURES FOR PREPARING A MASTER'S THESIS IN SCHOOL PSYCHOLOGY	68
E. PRACTICUM FORMS	73
• INSTRUCTIONS	74
• EVALUATION FORM	75
• PRACTICUM LOG	76
• SUMMARY FORM	77
• RUBRIC FOR COUNSELING CASE (PSY 742)	78
• RUBRIC FOR BEHAVIORAL INTERVENTION PLAN (PSY 795)	79
• RUBRIC FOR ASSESSMENT/CLINIC CASE (PSY 724)	80
• RUBRIC FOR ACADEMIC INTERVENTION CASE (PSY 710)	81
F. SAMPLE INTERNSHIP CONTRACT	82
FIELD SUPERVISOR CONFIRMATION OF INTERNSHIP REQUIREMENTS	85
G. INTERNSHIP LOGS	86
• INSTRUCTIONS	87
• INTERNSHIP LOG	88
• SUMMARY LOG	89
H. INTERNSHIP EVALUATION FORMS	91
• INTERN FORMATIVE EVALUATION FORM	92
• INTERNSHIP PERFORMANCE EVALUATION FORM	94
• PORTFOLIO ASSESSMENT AND TABLE OF CONTENTS	98
• RUBRICS FOR WORK SAMPLES	99
• DIVERSITY PROJECT GUIDELINES	103



SECTION I

PROGRAM OVERVIEW

A. INTRODUCTION

The field of school psychology brings together the knowledge base of several different disciplines, including child psychology, human development, and education with an emphasis on special education. The first responsibility of school psychologists is to the population at risk for failure and who have identified disabilities. With these populations, their roles include assessment (comprehensive evaluations of disability and risk), consultation with parents and teachers regarding instructional and behavioral interventions, direct interventions, including crisis prevention/intervention, individual and group counseling, skills training and training staff and parents as well as students to be more effective problem solvers and to better understand disability and risk issues.

The school psychology program at California University of Pennsylvania (Cal U) was developed to address the initial preparation of school psychologists. Steeped in a scientist-practitioner model, the program's goals are consistent with the standards developed by the National Council for the Accreditation of Teacher Education (NCATE), the National Association of School Psychologists (NASP), and the Pennsylvania Department of Education. The program was built on a respect for human diversity and does not discriminate in its practices or policies based on race, color, national origin, gender, sexual orientation, disability, age, religion, or ethnic background. Consistent with the mission statement of the University, the Program is also committed to the core values of integrity, civility, and responsibility and is guided by the University's bill of rights and responsibilities: We have the right to safety and security, we have the responsibility to ensure the safety and security of others; We have the right to be treated with respect, we have the responsibility to treat others with respect; We have the right to expect the best, we have the responsibility to give our best; We have the right to be treated fairly, We have the responsibility to treat others fairly.

This manual is intended to guide candidates who are matriculating in the specialist training program in school psychology at Cal U. Candidates are also encouraged to review the Graduate Student Catalog and the Graduate School website to understand all of the requirements relating to the degree and certification requirements.

The Program at Cal U consists of the equivalent of three years of full-time graduate study designed to provide the candidates with the knowledge, skills, and dispositions necessary for successful performance as a school psychologist. The first phase of the Program (36 credit hours of study) leads to the *Master of Science (M.S.)* degree in School Psychology and the second phase of the Program culminates in *Certification* (33 credit hours) as a School Psychologist in Pennsylvania. Practica experiences (approximately 300-350 hours) and an intensive internship experience (minimum 1200 hours) are integral components of the Program.

All candidates proceed through the Program in a predetermined sequence as the content of the Program is hierarchical in design. The first year of the Program is devoted to developing a knowledge base of educational and psychological concepts that are fundamental to effective problem solving in educational settings. Areas of emphasis include: human development, learning, psychopathology, statistics and research, and professional school psychology.

Practica experiences are intertwined with classroom instruction to bring life to the concepts presented. Practica experiences at this level are geared primarily toward exposure to the school environment (e.g., school personnel, students with special needs). However, practica experiences also include basic experiences with data-based decision making including assessment and academic and behavioral intervention planning. Candidate performance during these activities is evaluated by faculty and/or professionals in the field.

Year two focuses on the development of specific skill competencies. Data-based decision making in the context of assessment, counseling, consultation, and intervention planning are emphasized. Although paper-and-pencil tests of knowledge are used, candidate evaluations are primarily performance based. In-class activities and practica experiences include case studies, simulations, “practice” assessments, and involvement with actual cases in the School Psychology Clinic.

During year three candidates complete an intensive two semester internship in an approved educational setting. Throughout the internship, university and field-based supervisors provide interns with ongoing supervision. Candidates also conduct a field-based research project and a Diversity Project.

B. PHILOSOPHY AND GOALS

The School Psychology Program at California University seeks to develop school psychologists who will serve as data-based decision makers and problem solvers in educational settings. The school psychologist must be trained to approach problems from a systematic point of view that applies theoretical and scientific knowledge to the solution of educational problems. Psychological knowledge provides an empirical basis for making sound educational decisions; therefore, school psychologists must receive instruction that is broad-based and scientific.

In keeping with this philosophy, the general goals of the Program are: 1) to produce professionals who are cognizant of the unique needs of school systems; and 2) to develop specialists in school psychology sensitive to the diversity and needs of others, and who can provide competent and comprehensive psychological services for children, parents, and school personnel. To that end, the specific objectives of the Program center on imparting competence in our candidates in the following domains from the National Association of School Psychologist’s (NASP):

- *Objective 1/NASP Domain 2.1: Data-Based Decision-Making and Accountability*
School psychologists have knowledge of and demonstrate competence in varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- *Objective 2/Domain 2.2: Consultation and Collaboration*
School psychologists demonstrate knowledge and competence in varied models and strategies of consultation, collaboration and communication applicable to individuals, families, groups and systems and methods to promote effective implementation of services.
- *Objective 3/Domain 2.3: Interventions and Instructional Support to Develop Academic Skills*
School psychologists demonstrate knowledge and competence in biological, cultural and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- *Objective 4/Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills*
School psychologists demonstrate knowledge and competence in biological, cultural, developmental and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.
- *Objective 5/Domain 2.5: School-Wide Practices to Promote Learning*
School psychologists demonstrate knowledge and competence in school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- Objective 6/Domain 2.6: Preventive and Responsive Services*
School psychologists demonstrate knowledge and competence in principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- Objective 7/Domain 2.7: Family-School Collaboration Services*
School psychologists demonstrate knowledge and competence in principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
- Objective 8/Domain 2.8: Diversity in Development and Learning*
School psychologists demonstrate knowledge and competence in individual differences, abilities, disabilities and other diverse student characteristics; principles and research related to diversity factors for children, families and schools, including factors related to culture, context and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- Objective 9/Domain 2.9: Research and Program Evaluation*
School psychologists demonstrate knowledge and competence in research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- Objective 10/Domain 2.10: Legal, Ethical and Professional Practice*
School psychologists demonstrate knowledge and competence in the history and foundations of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists.

C. PROCESS AND PROGRAM EVALUATION

The goals and objectives of the School Psychology Program at California University of Pennsylvania are accomplished through a myriad of educational experiences both in and out of the classroom. Classroom experiences include: lectures, seminars, group problem-solving activities, demonstrations, multi-media presentations, role playing, and guest speakers. Out-of-class experiences include library research, professional visitations, conference attendance, practica, and an internship.

More specifically, candidates are evaluated at points throughout the program to measure individual progress then; the collective results are used to determine the effectiveness of the program. The program evaluations align with the NASP assessments. They are:

NASP Name of Assessment	NASP Assessment Description	Cal U Type or Form of Assessment	Attainment Criteria	When the Assessment is Administered	When the Results are Reviewed for Program Evaluation
1. Licensure or Content Based Assessment	This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in school psychology must be required.	1. Praxis-II	State score of 147/80% of candidates must meet the national accreditation score of 147	Spring of the internship year (year 3)	By the Psychology Department Faculty in October, annually By the University-Wide Outcomes Committee in November, annually

2. Assessment of Content	Program or course-embedded assessment of candidate knowledge. Programs are required to use grades for assessment 2 and must address ALL NASP STANDARDS II-VII. Programs may also submit other tools such as a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete	1.Grades 2.Comprehensive Master's Examination	1.Must maintain a 3.0 Grade Point Average 2. Candidates Must earn 70% or better to pass. Objectives met at <70% call for curricular adjustments	1.After the completion of 6-12 credits, all Master's degree students apply for Master's Degree Candidacy 2.At the end of the Master's degree content (end of Summer 2)	1.By the Candidacy Committee in November, annually 2.By the Psychology Department Faculty in October, annually
3. Assessment of candidate ability to plan	Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist	Pre-Internship Competency Examination (Assessment Case Study, Academic Intervention Plan and Behavior Intervention Plan	90% of candidates must be rated at an average of (4) Adequate or better on the practica rubrics for the academic intervention plan, behavior intervention plan and the evaluation report.	In PSY 724 Practicum in School Psychology (Spring, year 2)	By the Psychology Department Faculty in October, annually
4. Assessment of Clinical Practice	Intern evaluation by field supervisors. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship	1.Intern Performance Evaluation	Candidates must average proficient on the 3 rd rating	At least three times throughout the 1200 hour internship (September, January and May, year 3)	By the Psychology Department Faculty in October, annually By the University-Wide Outcomes Committee in November, annually
5. Assessment of Candidate Effect on Student Learning	Comprehensive, performance based assessment of candidate abilities evaluated by faculty during internship	Internship work samples from the Portfolio	90% of candidates must be rated at an average of (4) Adequate or better on the internship work sample rubrics for	Throughout the 1200 clock hour internship, no later than May 1 (year 3)	By the Psychology Department Faculty in October, annually By the University-Wide Outcomes Committee in November, annually

			the academic intervention plan, behavior intervention plan and the evaluation report.		
6. Additional Assessment of Measurable Positive on Consumers of School Psychology	Assessment that demonstrates that candidates are able to integrate elements of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measureable positive impact on children, youth, families, and other consumers. NOTE: This does not need to be a separate assessment, if this area is already addressed in Assessment 5. Simply refer to the particular assessment and aggregate the relevant data (e.g., particular items or sections of an assessment).	Portfolio Work Samples (Academic Intervention Plan, Counseling Plan, Behavior Support Plan)	Candidates must demonstrate the ability to measure the effects of each intervention and earn 4pts or better on Item D of the Academic Intervention and Behavioral Intervention rubrics used for the portfolio work samples	Throughout the 1200 hour internship, all submissions due no later than April 1 (year 3)	By the Faculty Internship Supervisors no later than May 1, annually By the Psychology Department Faculty in October, annually (as part of the Portfolio)

Faculty work together on an on-going basis to ensure that the curriculum continues to meet the overall goals and objectives of the Program. Specifically, an assessment of student learning outcomes is conducted each year to determine overall program effectiveness. These results are reviewed annually by both the program faculty and an independent University committee. Program adjustments are made as dictated by the results of the outcomes assessments.

D. UNIVERSITY COMMITMENT TO DIVERSITY

Diversity is recognizing that all individuals come from unique backgrounds. The program was built on a respect for human diversity and does not discriminate in its hiring practices, candidate selection practices or policies based on race, color, national origin, gender, sexual orientation, disability, age, religion, or ethnic background. In fact, the University Social Equity Office has a very detailed process designed to ensure diversity in faculty selection. All phases of every faculty search are mandated to be scrutinized by the Social Equity Office, which ensures that the selection criteria and interview questions proposed by each department are not discriminatory in any way. The Office may demand that items are changed in order to ensure social equity throughout the entire process. Diversity is also considered when admitting candidates.

Cal U is committed to meeting the diverse learning and social needs of P-12 students and of our own educational candidates. Candidates’ professional practices demonstrate the belief that diversity takes many forms and that all students can learn. Program candidates must hold high expectations when interacting with and supporting all students, regardless of their background.

NCATE defines the following categories of diversity: racial, ethnic, English language learner (ELL), gender, exceptionality or, socio-economic status. In addition to taking EDU 650-Supporting English Language Learners, each candidate must document contact hours with clients from each of the categories of diversity on practicum and internship logs as well as conduct a comprehensive Diversity Project during their internship for inclusion in their portfolio. This experience is designed to ensure that, in addition to working with clients from each category of diversity, each intern has at least one comprehensive experience with a client outside the mainstream of American culture. The parameters for an acceptable project are detailed in Appendix H.

E. EVALUATION OF CANDIDATE PERFORMANCE

The student demonstrates competency in school psychology through ongoing, systematic formative and summative evaluations. Evaluations may take the form of written objective examinations, essay examinations, research papers, class participation/discussion, interviews, and observations of practicum and internship activities. Of particular importance are the practicum and internship experiences. These experiences provide real life opportunities to evaluate the student's development of essential skills. In this regard, the School Psychology Clinic plays a special role in assessing student development. Student experiences in the clinic allow faculty members to evaluate not only the integration and application of professional knowledge but also the professional work characteristics of students. All practicum and internship experiences are evaluated by school professionals and/or faculty members of the School Psychology Program.

As a group, the faculty conducts periodic summative evaluations. Candidacy (first year students), the Master's Comprehensive Examination (first year students) the Pre-Internship Competency Examination (second year students), and the Praxis Examinations (third year students) are the primary summative evaluations. See Section II of this booklet for a detailed discussion of each of these program evaluation procedures.

SECTION II

**SCHOOL PSYCHOLOGY
PROGRAM
POLICIES, PROCEDURES
AND REQUIREMENTS**

A. ADMISSION AND MATRICULATION

The Master of Science degree (M.S.) in school psychology is designed for candidates who plan to pursue certification in school psychology, as a Master's degree alone is not sufficient to practice as a school psychologist. The 36 credits of coursework focus on psychological and educational foundations including human development, learning, psychopathology, statistics and research, legal and ethical relevancies and professional school psychology. Additionally, a number of practicum experiences are entwined within the curricula to expose students to the school environment. Individuals with a bachelor's degree may enter the program as master's degree candidates and, during their master's degree coursework, apply to the certification program.

The most successful candidates to the Master of Science in school psychology program are undergraduate psychology majors who have a minimum grade point average of 3.0. Additionally, non-psychology majors who have taken at least 15 credits of psychology courses as well as an undergraduate statistics course with a minimum GPA of 3.0 in these courses are also good candidates. Admission requirements include:

- Complete the [Graduate School Application](#),
- Official transcripts verifying bachelor's degree
- Minimum overall undergraduate GPA of 3.0 OR 3.0 GPA in at least 15 psychology courses and an undergraduate statistics course
- Autobiographical essay focusing on student's motivation to become a school psychologist
- Miller Analogies Test (MAT) or Graduate Record Exam (GRE) scores
- Two professional letters of recommendation, i.e., from professors or employers (use recommendation form found at http://www.calu.edu/academics/graduate-programs/files/LETTER_OF_RECOMMENDATION_form_grad_program.pdf)
- \$25.00 Application fee

After the admissions deadline, completed applications are reviewed by the school psychology faculty. Promising applicants to the M.S. program are invited to campus in the spring semester to interview with the school psychology admission committee. Applications are reviewed on an individual basis and final admissions decisions are made by this committee.

Admission to the Certification in School Psychology Program:

The Certification in School Psychology program consists of 33 credits beyond the Master's program and is designed to provide the student with the specific clinical skills necessary to practice as a school psychologist. Courses focus on consultation, counseling, assessment, intervention, research, law, ethics and exceptionalities all within the context of multicultural educational settings and data based decision making. A number of practica experiences are required along with a 1200 clock hour internship, of which, 800 hours must be completed in a public school setting. Individuals who have earned a master's degree in school or educational psychology may apply for direct admission to the certification phase of the school psychology program. Applicants to the certification phase are not required to submit a Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score; however, all other admission requirements listed for the Master's degree program must be met.

Once admitted to the Program, students will proceed through a standard set of training and evaluation procedures to ensure satisfactory preparation. In addition to the required coursework, students must do the following:

1.	Obtain Work Clearances and Liability Insurance	<ul style="list-style-type: none"> Obtain Act 24, 34, 114 and 151 clearances and professional liability insurance. All clearances must be kept on-file within the College of Education. See Program Coordinator or College of Education for information about obtaining applications. PAPA Exams in Reading, Writing, and Math should be taken during the Fall semester of year one
2.	Apply for Master's Degree Candidacy	<ul style="list-style-type: none"> After completion of 6-12 graduate credits Obtain and complete a Candidacy Application from the Office of Graduate Studies and turn in by deadline posted on the Graduate Studies webpage Complete a School Psychology Candidacy Form and return it to Psychology Department Secretary (available on-line)
3.	Apply for Comprehensive Exam	<ul style="list-style-type: none"> Apply by submitting a written request to take the exam to the Program Coordinator by the deadline posted on the Graduate Studies webpage Take exam during the semester you will be completing your Master's degree coursework (typically at the end of the second summer semester) Must pass all sections of the Comprehensive Exam with 70% accuracy to receive Master's degree
4.	Apply for Graduation	<ul style="list-style-type: none"> Obtain form from Graduate Office (available on-line) and submit by deadline
5.	Apply to Post-Master's Certificate Program	<ul style="list-style-type: none"> Apply to Graduate School and School Psychology Certification Only Program on-line Students matriculating in the Cal U Master's Program should submit a letter stating their intention to enter the Certificate Program after completing 24 credits in the Master's Program
6.	Apply for Internship	<ul style="list-style-type: none"> Submit letter to Program Coordinator stating your intention to complete an internship during final semester of Certification coursework.
7.	Complete Pre-Internship Competency Exam (Practicum Examination)	<ul style="list-style-type: none"> During the final semester of coursework before commencement of the internship (typically in second spring semester), students must complete this exam.
8.	Internship	<ul style="list-style-type: none"> Submit site requests to the Program Coordinator the spring semester before you plan to begin the internship Once your internship site is approved by the Coordinator, complete the Internship Contract and submit it to the Program Coordinator and register with the Cal U Internship Center on-line
9.	Praxis Examination in School Psychology	<ul style="list-style-type: none"> School Psychology Praxis-II Exam should be taken during the second semester of internship. Students must earn the Pennsylvania state passing score to complete the Certification program
10.	Portfolio Review	<ul style="list-style-type: none"> Midway through the final semester of the internship, students' portfolios will be reviewed for competency of performance (e.g., evaluation reports, FBA, academic intervention plans, counseling notes)

A student friendly checklist of coursework and additional responsibilities by semester is available in Appendix B.

B. RESIDENCY REQUIREMENT

The Graduate School at California University defines *residency* as completing all but six credits of the graduate program at California University of Pennsylvania. In addition to the Graduate School policy, the School Psychology Program requires the completion of course work in a predetermined sequence, and full-time enrollment for two consecutive semesters for full-time students and half-time enrollment for four consecutive semesters for part-time students. With few exceptions, full-time students proceed through the program as a cohort for three consecutive calendar years.

C. PROFESSIONAL DEVELOPMENT: Continuing Education Policies and Procedures

In addition to providing a quality educational program to our students, a component of our mission as an educational institution is the provision of continuing education programs for professional school psychologists. Professional development is vital to effective service delivery and practicing school psychologists need to have access to such information in a continuous basis.

The Psychology Department of California University of Pennsylvania is an approved provider of continuing education credits for psychologists by the Commonwealth of Pennsylvania Department of State, Bureau of Professional and Occupational Affairs and State Board of Psychology. Additionally, California University of Pennsylvania is an approved provider of Act 48 credits (CEUs for educational professionals) by the Pennsylvania Department of Education.

Plan

To help meet the professional development needs of area psychologists, the School Psychology Program will provide at least one CE activity on campus per academic year. Additionally, through cooperative arrangements with local agencies, we will co-sponsor a minimum of three activities off campus throughout the academic year. In particular, we have an agreement with Intermediate Unit I (a state funded, regional provider of psychological and special education to school districts) to provide and/or co-sponsor CE activities during the school year for school psychologists employed in the surrounding tri-county area.

Process for Program Approval

The first step in the process of conducting a continuing education offering is to contact the Continuing Education Committee (CEC) by completing the Application form (Appendix A). This form asks for the name of the presenter and the title of the proposed presentation. Additionally, applicants should provide the following information: brief description of the presentation, list of objective outcomes for participants, "syllabus" of presentation content in one hour blocks, who should attend, length of offering in hours, whether or not it provides ethics hours and professional credentials of the presenter(s).

The CEC (in consultation with department colleagues) will decide the appropriateness of the proposed presentation for meeting the region's educational needs as well as the appropriateness of the presenter's credentials for offering the topic. Once approval has been decided, the CEC will work in collaboration with the presenter to establish a date for presentation, create a detailed mailing (brochure) for potential participants and procure necessary ancillary aids (hand-outs, audio/visual equipment). They will also work in collaboration to create an appropriate evaluation form. See Appendix A for a sample checklist for the presenter.

Once a date for the presentation is established, the CEC will reproduce the brochure and mail it to the appropriate potential participants. In some cases, this may be the area schools, mental health facilities

and licensed psychologists as well as educators. In other cases, the mailing area may be more wide spread, depending on the nature of the presentation and it's "attractiveness" to potential participants. See Appendix A for a sample brochure template.

The CEC is responsible for: securing the location of the presentation on or off campus, delegating individuals to monitor the registration/certificate process as well as to assist the presenter, scheduling any catering needs and making arrangements for travel, lodging and meals (if necessary) for the presenter. Additionally, the CEC is required to notify necessary offices on campus in order to accommodate the presentation (physical plant, parking etc.). See Appendix A for a checklist of actions and registration form for the CEC.

The CEC will monitor registrations in order to make any necessary adjustments in arrangements. The CEC will prepare, register and disseminate CE certificates. For the presentation, the CEC will monitor individuals delegated to process registration and assist the presenter. Additionally, the CEC will oversee the timeliness of the presentation, catering, breaks, signage required on site, distribution of presentation evaluations, CE certificates and Act 48 accounting.

After the presentation, the CEC is responsible for preparing, registering and/or disseminating the appropriate certificate(s) to the participants. Additionally, the presenter is sent a letter of thanks that documents the presenter's involvement in CE offerings that includes the title of the presentation, date of presentation, number of CE hours, and any comments from the evaluations (or copies of the evaluations themselves) that might assist in improving the offering. See Appendix A for samples of certificate of attendance, evaluation form and letter to presenter.

Programs Initiated by an External Agency Requesting Co-Sponsorship from California University of Pennsylvania Department of Psychology

The first step in the process of conducting a continuing education offering is to contact the Continuing Education Committee (CEC) by completing the External Agency Application form (Appendix A). This form asks for the name of the presenter and the title of the proposed presentation. Additionally, applicants should provide the following information: brief description of the presentation, list of objective outcomes for participants, "syllabus" of presentation content in one hour blocks, who should attend, length of offering in hours, whether or not it provides ethics hours and whether or not CUP Department of Psychology has sponsored programs for the facility in the past. Vita(ae) of presenter(s) should be attached. The CEC (in consultation with department colleagues) will decide the appropriateness of the proposed presentation for meeting the region's educational needs as well as the appropriateness of the presenter's credentials for offering the topic. Once approval has been decided, the CEC will notify the applying agency of this approval and request remittal of a sponsorship fee. Additionally, a checklist for documentation that needs to be submitted to the CEC in order for it to ensure CE certificate distribution will be enclosed (see Appendix A for sample letter and checklist).

After the presentation, the sponsoring agency is responsible for providing the CEC with information to ensure accurate CE certificate completion. This includes names, addresses (for Act 48: Social Security Number) of participants and copies of completed evaluation forms. The sponsoring agency is responsible for the distribution of CE certificates. Also, the sponsoring agency must send a copy of the brochure (or equivalent) that advertises the presentation.

D. ADVISEMENT PROCEDURES

The Coordinator of the School Psychology Program serves as the student's advisor throughout the entire Program. The student should make an appointment with the Coordinator of the School Psychology Program at the earliest possible date to discuss the student's academic program. In addition, each semester, the

student is responsible for contacting the Coordinator for advisement and course selection. Good program planning is important to the student's progress throughout the program.

E. COURSE WORK AND ACADEMIC REQUIREMENTS

Graduate students are expected to attend all classes and to satisfactorily complete all Program requirements. In this regard, students must maintain a minimum grade point average of 3.0 throughout their graduate studies in school psychology. A grade of "C+" or lower (C, C-, F, UW, W) obtained in any graduate course in the School Psychology Curriculum is *not* acceptable. A student earning a "C+" grade or lower (C, C-, F, UW, W) must retake this course prior to graduation and earn a B- or better. Students are only allowed to repeat the same course once to earn a B- or better and may only repeat a maximum of two different courses. Students failing to meet these criteria will be dismissal from the Program.

F. WORK CLEARANCES AND LIABILITY INSURANCE

All students should begin the application process for work clearances (Act 24, 34, 114 and 151& 34 Clearances) and professional liability insurance during their first semester in the School Psychology Program. These documents are required for students to gain entry into public school settings and to conduct a myriad of practica experiences with children. Clearances will need to be maintained and kept on-file in the College of Education throughout the students' tenure in the program, including over the internship. Students should contact the Program Coordinator or the College of Education for more information on completing these requirements.

G. MASTER'S DEGREE CANDIDACY

All School Psychology majors must complete the candidacy process. Students do not have full approval to pursue the Master's degree until candidacy status is formally achieved. After the completion of 6 to 12 graduate credits, the student should formally apply for Candidacy by completing the following:

- 1) Access the Master's Degree Candidacy Application form through the Graduate School, on-line. Complete and submit this form by the date published and;
- 2) Complete a School Psychology Candidacy Form, available in Appendix C of this manual, and return it to the Psychology Program Coordinator.

Upon receipt of all required materials, each candidate's progress (See Appendix C, Tracking Form) in the School Psychology Program will be reviewed by the Candidacy Committee. If issues of concern are noted, a candidate will be scheduled for an individual interview with the School Psychology Candidacy Committee and a plan for improvement will be determined.

Based on a review of the data, the Committee will make a decision concerning the candidate's suitability for formal acceptance in the School Psychology Certification Program. The criteria for successful admission to candidacy are B level grades (or higher) for each course taken, satisfactory verbal and writing skills, and demonstration in the classroom or program activities (e.g., interviews, colloquiums) of the following personal characteristics: effectiveness in interpersonal relations, ethical behavior, respect for human diversity, adaptability in handling academic duties, initiative, dependability, and dedication in managing academic duties. Candidates will be notified in writing of the Committee's decision.

Dates set for filing the application for Candidacy are established by the Graduate School and the student is expected to acquaint himself/herself with the calendar of the Graduate School. In addition to Program approval, Graduate School policy requires that each candidate for Master's Candidacy receive the approval of the Dean of the Graduate School. The University reserves the right to refuse an applicant's request for admission to Candidacy for the Master's Degree.

H. RESEARCH REQUIREMENTS

Students are expected to be able to understand and interpret research, as well as to be able to conduct a research study. Toward that end, the Program offers two options for satisfying the research requirement and obtaining the necessary research competencies.

Option A

This option requires the completion of a Thesis (See Appendix D) and is a 36 credit-hour program. The student should begin planning for the Thesis requirement as soon as possible after attaining Master's Degree Candidacy. He/She should confer with the Coordinator about the completion of course work in the research and statistical methods courses.

Option B

In lieu of a thesis, this option requires the completion of a seminar course that examines research specific to the field of School Psychology. This option also requires 36 graduate credits to earn the M.S. Degree. The research requirements for this option are:

PSY 761	Statistics and Research Methods in Psychology: Univariate	3 credits
PSY 762	Statistics and Research Methods in Psychology: Multivariate	3 credits
PSY 796	Seminar in Analysis of Research	3 credits

I. MASTER'S COMPREHENSIVE EXAMINATION

In addition to maintain a B average in coursework, each candidate must pass a Comprehensive Examination before the Master's Degree will be awarded. This four-hour examination consists of 180 multiple choice questions that cover all curriculum areas of the School Psychology Master's Degree Program. To facilitate administration, the School Psychology curriculum is divided into three areas: Area I, Area II, and Area III. Current policy adopted by the Master's Comprehensive Examination Committee has established that the student must correctly answer 70% of the items in each of the three areas of the test. The three areas of the test are as follows:

<u>AREA</u>	<u>COURSES</u>	<u>PROGRAM OBJECTIVE*</u>
<u>AREA I</u>		
Growth and Development	PSY 713	3,4,7,8
Learning	PSY 712	3,4,8
Counseling and Psychotherapy	PSY 741	1,2,4,6,7,8,10
Behavior Modification	PSY 795	1,2,4,5,6,7,8,10
<u>AREA II</u>		
Psychopathology	PSY 702	3,4,6,8
Neuropsychology	PSY 720	1,2,3,4,8
Fundamentals of School Psychology	PSY 752	1,2,3,4,5,6,7,8,10
Instructional Intervention/Curriculum	PSY 710	1,2,3,5,8,10
<u>AREA III</u>		
Psychological Statistics	PSY 761 PSY 762	1,9,10
Research Methods	PSY 761 PSY 762	1,9,10
Research in School Psychology	PSY 761 PSY 762	1,2,3,4,5,6,7,8,9,10
Tests and Measurements	PSY 721	1,2,8,9,10

* Note: Program Objectives align with the NASP Domains, such that Program Objective 1 aligns with NASP

Domain 2.1: Data-Based Decision-Making and Accountability, etc.

Additionally, this exam is used to evaluate the program on each of the 10 program objectives/NASP domains. A subsequent chart includes each objective, the specific items from this exam that measure that domain and a sample question from each domain. If the cohort response to any objective is under 70%, then the information is taken back to the entire faculty to determine what, if any, curricular adjustments should be made. While it is obvious that there are limited questions representing objectives 2 and 7, consultation and family-school collaboration coursework is only introduced at the master's level; much of this coursework is presented in the certification phase of the program.

Program Objective/NASP Domain	Item and Number from Master's Comprehensive Examination	Sample Question
1/2.1 Data-Based Decision Making and Accountability	Area I: 16, 17, 41, 43, 56 Area II: 4, 45, 56, 58 Area III: 1, 3, 5, 26, 34, 38, 39, 41, 52, 53, 55, 58, 59, 60	Of the following, differential aptitude testing is most useful for a. Vocational guidance. b. Intelligence testing. c. Clinical diagnosis. d. Personality interpretation.
2/2.2 Consultation and Collaboration	Area I: 18, 50, 57 Area III: 1, 17	The consultation model where the focus is on educating the consultee about the problem to improve work functioning is called a. Consultee centered b. Instructional c. Collaborative d. Behavioral
3/2.3 Interventions and Instructional Support to Develop Academic Skills	Area I: 1, 3, 4, 5, 6, 7, 10, 14, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 34, 35, 36, 37, 38, 40 Area II: 1, 2, 4, 7, 26, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38, 39, 40, 45 Area III: 1, 5, 19	Which of these best illustrates the processing disorder portion of the definition of learning disabilities? a. Math calculation deficit. b. Written expression problems. c. Conceptual and thinking difficulties. d. Visual acuity deficit.
4/2.4 Interventions and Mental Health Services to Develop Social and Life Skills	Area I: 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 17, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 39, 42, 43, 44, 45, 46, 47, 51, 52, 53, 54, 56, 57, 58, 59 Area II: 5, 7, 9, 10, 33, 34, 35, 56 Area III: 27, 32, 37, 42, 46, 48	Interventions for preschoolers who show social skills <i>acquisition</i> (rather than <i>performance</i>) deficits should include a. Direct instruction. b. Modeling. c. Behavioral rehearsal/coaching. d. Manipulation of antecedences and/or consequences.
5/2.5 School-Wide Practices to Promote Learning	Area I: none Area II: 45, 46 Area III: 1, 3, 5, 23	Which term describes <i>the degree to which an intervention program is implemented as planned</i> ? a. Usability b. Integrity c. Stability d. Variability

6/2.6 Preventive and Responsive Services	Area I: 45, 46, 47, 49, 50, 51, 53, 54, 55, 58, 59 Area II: 9 Area III: 16, 23	Which of the following is not an appropriate approach to managing the aftermath of a student's suicide? a. Keep school open to provide services to students and staff. b. Plan to have a memorial dedication or plaque for the student. c. Provide grief counseling in small groups rather than large assemblies. d. Provide a fact sheet acknowledging that the death was a suicide.
7/2.7 Family-School Collaboration Services	Area I: 24, 28, 44 Area II: none Area III: none	The purpose of school-family partnership is to establish _____ across families and schools. a. Intentional coordination b. Consistency c. Continuity d. All of the above
8/2.8 Diversity in Development and Learning	Area I: 1, 2, 3, 4, 5, 6, 7, 11, 14, 17, 29, 38, 46, 48 Area II: 1, 3, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 29, 32, 36, 42, 58 Area III: 18, 19, 35	A child from which of the following ethnic groups is least likely to make eye contact during psychotherapy? a. Native-American b. Asian c. Hispanic d. African-American
9/2.9 Research and Program Evaluation	Area I: 41 Area II: none Area III: 1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 36, 38, 39, 40, 41, 43, 44, 45, 47, 49, 50, 51, 54, 56, 57	In psychological research, a statistically significant difference is a. One unlikely to have happened by chance. b. Caused by the dependent variable. c. Only possible if there is a manipulation of a variable. d. Ascertained by correlational statistics.
10/2.10 Legal, Ethical, and Professional Practice	Area I: 18, 45, 57 Area II: 31, 41, 42, 43, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 57, 59, 60 Area III: 9, 12	Of the various sociopolitical influences that helped shape school psychology as a profession, which was most influential? a. Child labor laws b. Juvenile courts c. Compulsory schooling d. Mental health movement

At or near the completion of the course work for the master's degree, the candidate should register with the Graduate School to take the Master's Comprehensive Examination. In addition, the candidate should notify the Coordinator of the School Psychology Program in writing of his/her intention to take the exam. The exam is to be taken on the date and at the time established by the Master's

Comprehensive Examination Committee of the School Psychology Program. Candidates will be notified of when and where the exam is to be given, and they will be allotted four hours to complete the examination. Candidates who fail to appear at the designated time for the exams for which they have been scheduled will be considered to have failed that examination, unless prior acceptable notification is given to the Coordinator of the Program.

In the event that the candidate does not successfully pass the examination, or any part of it, the candidate will be required to re-take any or all areas of the examination he/she has failed. A candidate may not take any area of the Master's Comprehensive Examination more than three times to achieve a passing score.

If a passing score has not been obtained after the third attempt, the candidate may petition the Master's Comprehensive Evaluation Committee for an additional attempt. The petition must include a remedial plan of action that is acceptable to the committee. If the fourth attempt is failed the candidate will be dismissed from the Program unless unusual circumstances can be demonstrated by the candidate. Only one attempt per semester is allowed.

J. GRADUATION REQUIREMENTS

Graduation requirements (e.g., forms, procedures, and timelines) are determined by the Graduate School. Candidates are encouraged to contact the Graduate School Office the semester before their anticipated date of graduation to ensure that all requirements will be completed on time.

K. TIME LIMITATIONS FOR COMPLETING THE MASTER'S DEGREE

All requirements for the Master's Degree must be completed within six years after the date of initial registration for graduate studies at California University of Pennsylvania.

L. POST MASTER'S CERTIFICATE PROGRAM

1. Admission to the Post Master's Program:

Applicants from the School Psychology Master's Degree Program at California University should submit their applications for the School Psychology Certification Program to the Graduate School after completing 24 credits of graduate work toward their Master's Degree.

Individuals who have earned a Master's degree in school or educational psychology from another university may apply for direct admission to the certification phase of the school psychology program through the Graduate School. Applicants to the certification phase are not required to submit results from the Graduate Record Examination or Miller Analogies Test however; all other admission requirements listed for the master's degree program must be met. Prior to start of program, students must possess Act 24, 34, 114 and 151 clearances to participate in required practicum experiences in public school settings

Candidates entering the Program at the Certification level who have earned a Master's degree from other universities or from other graduate programs at California University of Pennsylvania may be required to take additional course work beyond the standard Certification Program requirements. This determination will be based on a review of the applicant's previous graduate work. Coursework offered to meet Certification Program requirements must have been completed within the last 3 calendar years. Coursework completed more than three years ago may be used to meet Program requirements only if the candidate passes (minimum 70% correct) a competency test based on the course material in question. Only courses that the candidate has completed with an A or B grade will be considered toward meeting Program requirements.

2. Academic Requirements:

The candidate is required to maintain a minimum 3.0 grade point average throughout the Certification phase of the program. A course in which a “C” grade is earned will not be approved for credit in the Certification phase of the Program. A candidate receiving a "C" grade is not eligible for program completion until the course in which the "C" grade was obtained has been repeated with an "A" or "B" grade. Two consecutive "C" grades in a course will result in dismissal from the Program. A “B-“grade is the minimum level of acceptable performance.

M. PRE-INTERNSHIP COMPETENCY EXAM/PRACTICUM EVALUATION

During the final semester of coursework before commencement of the internship, candidates register for PSY724- Practicum in School Psychology. A requirement of this course is for candidates to complete at least one case study in the School Psychology Clinic under the supervision of the clinic director. These real cases serve as part of the pre-internship competency exam, along with the Academic Intervention Plan from PSY 710, the Behavioral Intervention Plan from PSY 795 and the Counseling Case from PSY 742. Candidates will not be allowed to begin their internship until they demonstrate 80% competency in their case studies.

N. INTERNSHIP

The Internship is the culminating event of the Program. It is an opportunity for the candidate to hone his/her skills in a supervised work setting. The candidate will be expected to begin an Internship within two semesters of completion of all required Program course work, excluding PSY 798 – Professional Seminar in School Psychology and EDU 650-Supporting English Language Learners. Any exception to this arrangement requires a written letter to the Coordinator of the School Psychology Program requesting a time extension and documenting the reasons for the request.

O. PAPAS AND PRAXIS EXAMS

In addition to Program graduation requirements, candidates must pass the PAPA examinations in reading, writing, math, and the Praxis-II examination in school psychology to receive certification as a school psychologist in Pennsylvania. Passing scores on these tests are established by the Pennsylvania Department of Education and are also the passing requirements of the Program. The basic skill evaluations in reading, math and writing should be taken during the first year of graduate study. The specialty exam in school psychology should not be taken until all coursework has been completed. It is recommended that the Praxis-II examination in school psychology is taken in the second semester of the internship year.

P. PORTFOLIO

Candidates are required to compile a portfolio documenting their professional development in school psychology. The portfolio serves the following purposes: 1) it outlines the general program expectations for the candidate, 2) it provides proof of the candidate’s competency in the basic roles of the school psychologist, 3) it provides candidates with a professional dossier that may be used on internship and employment interviews, and 4) it provides the faculty with concrete outcome measures of Program effectiveness. Each component of the portfolio is representative of one of program goals, which are aligned with the NASP practice domains. The portfolio is to be maintained throughout the candidates’ graduate program and should be housed in a loose-leaf binder.

While individual work samples will be evaluated as the candidate progresses through the Program, the complete portfolio will be one of the major criteria evaluated by Internship Supervisors to determine the intern’s competence.

Midway through the final semester of the internship, each intern’s portfolio will be reviewed. The primary emphasis of the review will be on internship products (e.g., evaluation reports, FBA’s/behavior intervention

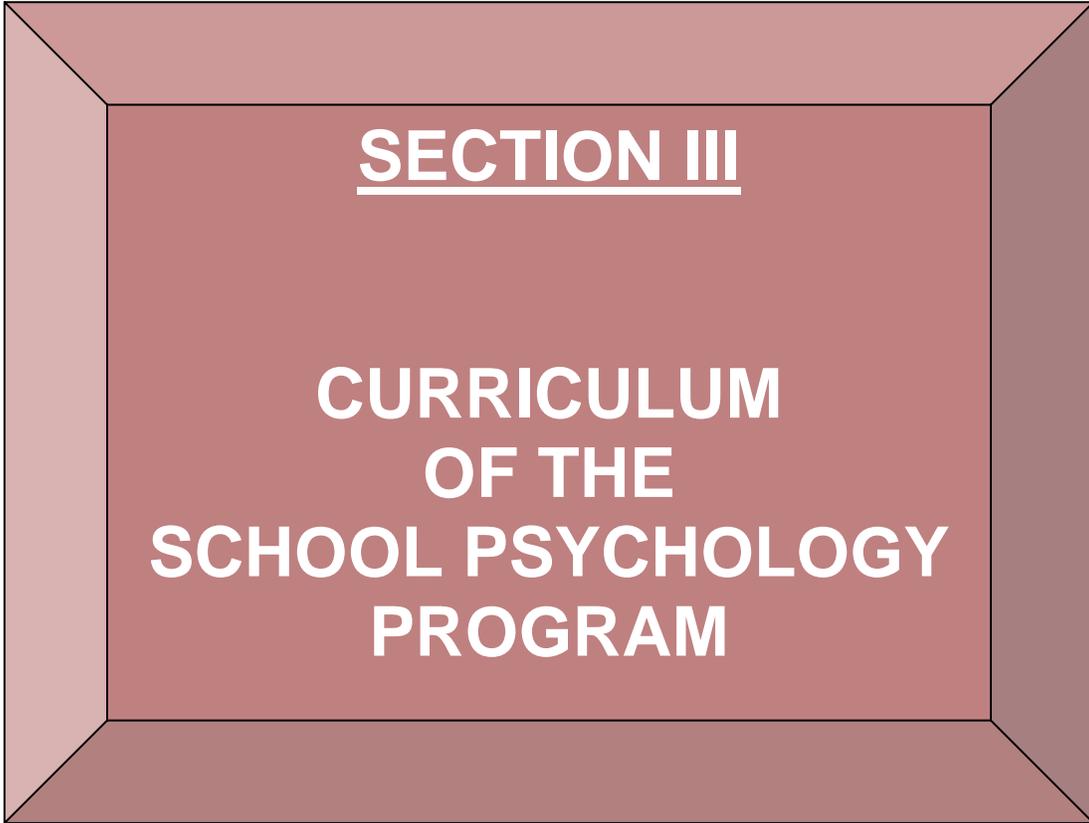
plans, academic interventions, counseling plans). Work samples will be judged to demonstrate competency by both the field and university supervisors before the conclusion of the internship (See Rubrics for Work Samples in Appendix H). The Portfolio Table of Contents and Assessment Form will be used to determine competency of skills (See Appendix H). Supplemental materials that are relevant to the field of School Psychology may be included at the student's discretion.

Q. TIME LIMITATIONS FOR COMPLETING THE SPECIALIST CERTIFICATE

All requirements for the Specialist Certificate must be completed within four years after the date of initial registration in the Certification Program at California University of Pennsylvania.

R. CHANGE OF NAME AND/OR ADDRESS

It is the sole responsibility of the graduate student to keep both the Graduate School and the Coordinator of the School Psychology Program aware of any change of name or address.



SECTION III

**CURRICULUM
OF THE
SCHOOL PSYCHOLOGY
PROGRAM**

A. CURRICULUM OBJECTIVES OF THE SCHOOL PSYCHOLOGY PROGRAM

The curriculum of the School Psychology Program is divided into five general categories. The first category of the curriculum is devoted to developing a general understanding and knowledge of the psychological and educational foundations basic to functioning as a school psychologist. The second category is devoted to the development of skills specific to the role of a school psychologist (e.g., psych diagnostics, interventions, and consultation). The third category emphasizes the organization and operation of school systems. The fourth category is designed to develop research skills and emphasizes statistical procedures and methodological design. The fifth category focuses on professional school psychology (e.g., regulations, ethics). Curriculum areas align with the Program Objectives. The official School Psychology Curriculum/Advisement Sheet can be found in Appendix B.

The following table highlights the curriculum areas of the School Psychology Program:

Area	Courses	Credits	Program Objectives**
Area I: Psychological and Educational Foundations	PSY 713: Psychology of Growth and Development PSY 712: Advanced Psychology of Learning PSY 741: Theories of Counseling and Psychotherapy PSY 720: Neuropsychology PSY702*: Psychopathology of Childhood EDU650*: Supporting English Language Learners	3 credits each	1,2,3,4,6,7,8,10
Area II: Psychological Methods and Techniques	PSY 721: Advanced Tests and Measurements PSY 795*: Seminar in Behavior Modification PSY 722: Individual Psychological Evaluation I PSY 723: Individual Psychological Evaluation II PSY 724: Practicum in School Psychology PSY 734: Assessment of Personality and Behavior I PSY 742: Techniques of Counseling and Psychotherapy with Practicum PSY 756: Consultation and Group Processes	3 credits each	1,2,3,4,5,6,7,8,9,10
Area III: School Programs and Organization	PSY 710*: Principles of Instruction and Intervention PSY 752: Fundamentals of School Psychology	3 credits each	1,2,3,5,10
Area IV: Research	PSY761: Statistics and Research Methods in Psychology I: Univariate PSY 762: Statistics and Research Methods in Psychology II: Multivariate PSY 796: Seminar in Analysis of Research in School Psychology (Non-Thesis Option) OR PSY 849: Thesis (Thesis Option)	3 credits each	1,9,10
Area V: Professional School Psychology	PSY 773/PSY 774: Internship in School Psychology PSY 798: Seminar in Professional School Psychology	9 credits 3 credits	1,2,3,4,5,6,7,8,9,10

*These courses meet the Pennsylvania Department of Education's Chapter 49 requirements of 9 credits addressing accommodations and adaptations for diverse learners in inclusive settings (PSY 702, PSY 710 and PSY 795) and 3 credits of meeting the needs of English language learners (EDU 650).

** Note: Program Objectives align with the NASP Domains, such that Program Objective 1 aligns with NASP Domain 2.1: Data-Based Decision-Making and Accountability, etc.

The curriculum may also be conceptualized through the development of knowledge, skills and professional dispositions in candidates. Hence, program candidates will demonstrate professional levels of competence in the following areas of knowledge, skills and professional behaviors:

KNOWLEDGE (Theoretical and Empirical)	SKILLS	DISPOSITION
Psychological Foundations: Biological Bases of Behavior, Cultural Diversity, Child and Adolescent Development (Normal and Abnormal), Human Exceptionalities, Human Learning Social Bases of Behavior	Assessment Techniques: Interviewing Skills and Observation Techniques, Administering, Scoring, and Interpreting Informal and Formal Assessment Techniques	Self-Awareness: Realistic Self Perception of Personal Attitudes and Abilities
Educational Foundations: Education of Exceptional Learners, Instructional and Remedial Techniques, Organization and Operation of Schools	Intervention Techniques: Developing Academic and Behavioral Strategies from Assessment Data (e.g., Report Writing), Conducting Individual and Group Counseling	Social Skills: Interacting with Others in a Positive, Professional, Objective and Ethical Manner
Assessment: Achievement, Instructional and Academic Assessment, Intellectual Assessment, Social-Emotional Assessment, Behavioral Assessment	Consultation: Providing Meaningful Information to Others in an Understandable and Useful Manner, Providing Recommendations that are Consistent with Laws, Standards, and Regulations	
Consultation: Consultation Theory and Practice	Research: Designing and Conducting Informal and Formal Research, Projects, being competent consumers of research	
Interventions: Counseling, Behavior Management, Academic Skills		
Statistics and Research Design: Statistics, Research Design		
Professional School Psychology: History and Foundations of School Psychology, Legal and Ethical Issues, Professional Issues and Standards, Roles and Functions of the School Psychologist		

B. SEQUENCE OF COURSEWORK FOR THE SCHOOL PSYCHOLOGY PROGRAM

Course work is completed in a developmental sequence. Course work undertaken during the first year of study is primarily devoted to creating the knowledge base students will need to conceptualize the problem solving situations they will encounter. During the second year of training, course work shifts to the development of the skills needed to solve problems. The final year of the Program provides in-depth supervised training that utilizes the knowledge, skills, and dispositions gained during the first two years of study. The recommended sequence of course work completion is as follows:

Year One

Summer

PSY 713-Psychology of Growth and Development
 PSY 702-Psychopathology of Childhood
 PSY 712-Advanced Psychology of Learning

Fall

PSY 741-Theories of Counseling and Psychotherapy
 PSY 761-Statistics and Research Methods in Psychology I: Univariate
 PSY 752-Fundamentals of School Psychology

Spring

PSY 762-Statistics and Research Methods in Psychology II: Multivariate
 PSY 710-Principles of Instructional and Intervention
 PSY 795-Seminar in Behavior Modification

Year Two

Summer

PSY 721 Advanced Tests and Measurements
 PSY 720 Neuropsychology
 PSY 796 Seminar in Research in School Psychology
 OR
 PSY 849 (optional) Thesis Option

Fall

PSY 722-Individual Psychological Evaluation I
 PSY 723-Individual Evaluation II
 PSY 756-Consultation and Group Process

Spring

PSY 734-Assessment of Personality and Behavior I
 PSY 742-Techniques of Counseling and Psychotherapy
 PSY 724-Practicum in School Psychology

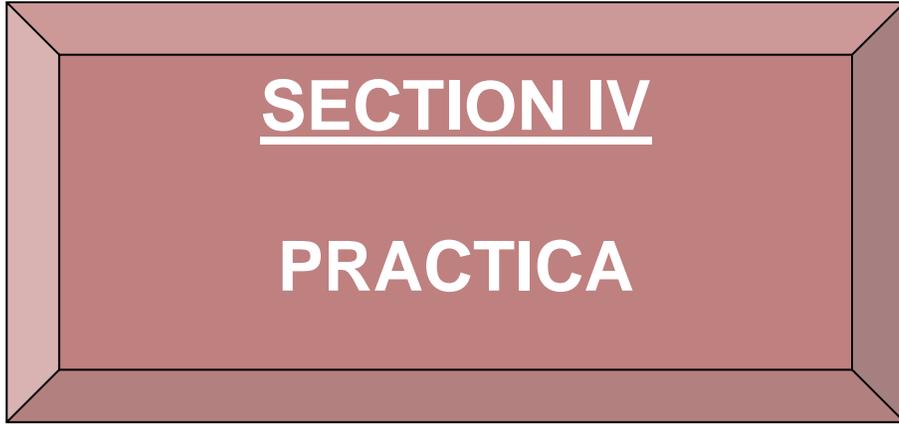
Year Three

Summer and/or Fall and/or Spring

PSY 773/PSY 774 Internship in School Psychology
 EDU 650 Supporting English Language Learners

Fall

PSY 798-Seminar in Professional School Psychology



SECTION IV
PRACTICA

A. RATIONALE

Practicum experiences occur prior to the internship and are designed to provide development in the core skill areas of Professional School Psychology; Data-Based Decision Making, Assessment, Intervention, Consultation and Counseling. Practicum training in the School Psychology Program consists of a series of sequenced, supervised experiences that are integrated into the content of various courses.

Practicum experiences are designed to meet the training goals and objectives of the Program and might be viewed as the bridge between the theoretical world of school psychology and the “real world” of school psychology (i.e., internship). But even within the practicum experiences, a planned transition occurs from orientation activities that occur in the beginning of the program to skill acquisition activities that occur in the middle of the training program.

The developmental process of training school psychologists begins with Master’s level practicum courses (PSY 702, 710, 721, 720, 752, & 795) that provide an orientation to Professional School Psychology including the people, settings, and basic tools of school psychology. During the first semester, candidates are required to venture out into the schools and learn first-hand the roles and functions of a school psychologist as well as becoming acquainted with other members of pupil services (e.g., counselors, teachers, social workers, administrators) (Fundamentals of School Psychology – PSY 752). During the entry level semester, students must also spend time in classrooms for exceptional children to begin to establish a knowledge base of the diversity of special needs children in the schools (Psychopathology of Childhood – PSY 702). During the spring semester of the first year, as candidates gain knowledge of learning and social processes, they are required to develop and implement a behavior management program for a child experiencing an academic or behavioral problem (Seminar in Behavior Modification – PSY 795) and conduct curriculum based measurement on a child to evaluate reading performance then develop and intervention and use data to monitor the individual’s progress over several weeks (Principles of Instruction and Intervention- PSY 710). During the final semester of the Master’s program, students become acquainted with basic assessment tools as they administer a variety of standardized tests to themselves and other students (Advanced Tests and Measurements – PSY 721). During the final semester in the Master’s program, students must also apply their emerging knowledge by completing a case study on a student with a learning disability, as well as discuss with a school specialist the ambiguous area of Learning Disability diagnosis (Neuropsychology – PSY 720).

With a knowledge base of the roles and functions of the school psychologist established, coursework in the Certification Program is designed to reinforce and enhance the skills associated with the goals of the Program (i.e., assessment, consultation, interventions, professional school psychology). Assessment skills are highlighted in the practicum experiences required in the courses Individual Psychological Evaluation I (PSY 722), Individual Psychological Evaluation II (PSY 723), and Assessment of Personality and Behavior (PSY 734). Emphasis is placed on candidates becoming proficient in the administration, scoring and interpretation of a variety of evaluation tools. Analysis and synthesis (problem solving skills) skills are also honed as candidates must integrate their findings into a comprehensive report that includes research-based interventions that are consistent with the assessment data gained.

The practical application of consultation skills is primarily addressed in the course: Consultation and Group Processes (PSY 756). Through role playing simulations and actual observations of consultations with parents and clients in the School Psychology Clinic or in school systems, candidates gain valuable experiences. Intervention planning is addressed in most courses (e.g., PSY 722, PSY 723, PSY 734, and PSY 795); however, they are highlighted in Techniques of Counseling and Psychotherapy (PSY 742), Principles of Instruction and Intervention (PSY 710) and in Practicum in School Psychology (PSY 724). The Practicum course, in particular, is the culminating opportunity before the internship to integrate all goals of the program (i.e., assessment, consultation, counseling, behavior and academic interventions, and

professional school psychology) as each candidate, among a variety of experiences, must complete actual cases in the School Psychology Clinic from intake through feedback conference. In fact, these cases along with a review of the Functional Behavioral Assessment from PSY 795, the Academic Intervention from PSY 710, and the Counseling Case from PSY 742 serve as the pre-internship competency exam.

In summary, this overview of practicum experiences should be viewed as a framework and not as an exhaustive list of the benefits of the various practicum activities. Each practicum experience typically provides experience in more than one professional area. For example, all practicum experiences overlap with some component of the Program's objectives.

Practica occur both on and off campus. The School Psychology Clinic is the primary site for on-campus experiences. Practicum experiences are supervised by faculty or a Field supervisor for a minimum of two hours per week. The specific goals of the practicum experiences are:

1. To acquaint the candidate with the structure of public school systems and various supervisory models for the provision of school psychological services.
2. To enable the candidate to interact with working professionals in school and community agency settings and to observe how these individuals fulfill their job-related responsibilities.
3. To introduce the candidate to regular education and special education populations.
4. To enable the candidate to practice/refine the knowledge and skills obtained through course work (e.g., assessment, intervention, consultation).
5. To enable the candidate to examine personal values/biases and how one's own personality impacts upon others in professional interaction.
6. To gain an awareness, respect, and an appreciation for the impact of diversity (e.g., cultural, gender, SES) on individual functioning.

B. PRACTICA REQUIREMENTS

Prior to beginning the internship, each candidate will complete approximately 300-350 hours of practica. Academic credit for practica is included in the credit earned for each course (i.e., candidates do not receive academic credits for practica in addition to those earned for courses). The faculty member responsible for the instruction of the associated course supervises each practicum and evaluates the candidate's performance based on the criteria described in the course syllabus. Appendix E contains samples of forms used to record and evaluate practica activities as well as instructions for the completion of these forms.

Practica hours are divided among the major areas of the curriculum as follows:

AREA I Psychology and Educational Foundations	Practicum Activities	Practicum Hours	Program Objectives*
PSY 702 – Psychopathology of Childhood	Eight to ten hours of direct observation in educational settings for children with disabilities children is required. A brief written summary of the observation(s) is required.	8-10 hours	3,4,5,8
AREA II Psychological Methods and Techniques	Practicum Activities	Practicum Hours	Program Objectives*

<p>PSY 721 – Advanced Tests and Measurement</p>	<ol style="list-style-type: none"> 1. Each candidate will take a battery of psychological tests including at least one from each of the following categories: cognitive, self-report personality inventory, and interest inventory. The results will be described in a test profile and the candidate will analyze this profile with a career planning objective. Ten hours will be devoted to this experience. 2. Each candidate will complete four administrations of an individually administered, standardized achievement test (e.g., Peabody Picture Vocabulary Test). Candidates will score record forms. Six hours should be devoted to this experience. 	<p>16 hours</p>	<p>1,4,8,9,10</p>
<p>PSY 722 – Individual Psychological Evaluation I with Practicum</p>	<p>The out-of-class administration of tests, scoring of tests, and report writing components of this course constitute a forty-five hour practicum. Tests included are the Stanford-Binet Intelligence Test, the Bender Visual-Motor Gestalt Test, the Bayley Infant Intelligent Scale, and the Kaufman Assessment Battery for Children.</p>	<p>45 hours</p>	<p>1,8</p>
<p>PSY 723 – Individual Psychological Evaluation II with Practicum</p>	<p>The out-of-class administration of tests, scoring of tests, and report writing components of this course constitute a forty-five hour practicum. Tests included are the Wechsler Intelligence Scale for Children, the Wechsler Adult Intelligence Scale, and the Wechsler Preschool and Primary Scale of Intelligence.</p>	<p>45 hours</p>	<p>1,8</p>
<p>PSY 724– Practicum in School Psychology</p>	<ol style="list-style-type: none"> 1. Each candidate will complete administration, scoring and interpretation of psychoeducational assessment techniques selected from a wide range of formal and informal assessment techniques. The assessment of academic skills will be emphasized. Approximately twenty hours will be devoted to these experiences. 2. Each candidate will write one comprehensive report incorporating and integrating the multi-faceted psychoeducational assessment techniques presented thus far in the Program. This experience constitutes an additional three hours. 3. Each candidate will observe at least one client intake and one client/parent conference in the School Psychology 	<p>75 hours</p>	<p>1,2,3,4,5,7,8,10</p>

	<p>Clinic. This will entail two hours of practicum experience.</p> <p>4. Each candidate will complete at least two assessment cases in the School Psychology Clinic. The candidate will gather intake information; select appropriate assessment techniques; conduct the assessment (including interviews, behavioral observations, test administration and scoring, and consultation); integrate the assessment findings into a comprehensive written report; and interpret results orally to clients/parents-guardians. Reports will include recommendations for remediation, special services, or consultative services, as appropriate. This experience will involve approximately fifty hours.</p>		
PSY 734 – Assessment of Personality and Behavior I	The out-of-class test administration, scoring, interpretation, and report writing components of this course constitute a thirty hour practicum. Techniques administered include the BASC-II, ASCBA, SCICA and other objective personality measures and behavior checklists. Results from a selection of the preceding instruments, along with the results from an individual intelligence and achievement test are incorporated into a comprehensive interpretative report for the student to determine Emotional Disturbance eligibility based upon a myriad of data.	30 hours	1,4,6,8,10
PSY 742 – Techniques of Counseling and Psychotherapy	The practicum requires meeting with several clinical or role play clients. Each candidate spends a total of approximately twenty hours in direct contact with these individuals. An additional ten hours is devoted to supervisory conferences, reviewing tapes of sessions, and preparing for case presentations.	30 hours	1,2,4,7,8,10
Area III School Programs and Organizations	Practicum Activities	Practicum Hours	Program Objectives*
PSY720 – Neuropsychology	<p>Each candidate receives twelve to fifteen hours of practical experience through two activities:</p> <p>1. Interviewing a public school administrator, teacher of children with a Specific Learning Disability, or school psychologist about the actual practice of eligibility determination for a specific learning disability, after which findings from a wide range of school systems are compared and;</p>	12-15 hours	1,2,8,10

	2. Completing a case study on a child with a specific learning disability.		
PSY 752 – Fundamentals of School Psychology	Each candidate is required to engage in sixteen hours of field observations as follows: eight hours – practicing school psychologist; four hours – pupil personnel specialist; four hours – special education classroom. A brief written summary of each experience is required.	16 hours	5,6,8,10
PSY756 – Consultation and Group Processes with Practicum	<p>Approximately twenty hours of practicum experiences are gained in the course through the following activities:</p> <ol style="list-style-type: none"> 1. Four hours of observation of Student Assistant Programs and Instructional Support Teams in public schools are required. 2. Ten hours are devoted to activities in which the candidate applies consultative techniques to a variety of problem situations presented by the Instructor. 3. The candidate audiotapes group counseling sessions and presents tapes at class meetings for the purpose of evaluation and supervision. This experience involves approximately four hours. 4. Candidates observe parent consultations (with permission) in the School Psychology Clinic for approximately two hours. 	20 hours	1,2,7,8,10
PSY 795 – Seminar in Behavior Modification with Practicum	<p>Approximately thirty hours will be devoted to this practicum experience.</p> <ol style="list-style-type: none"> 1. The candidate will prepare a preliminary report objectively detailing the behavior problem(s) of one or more school-age children and the situation(s) in which the problem(s) is/are manifest and describing the behavior modification techniques to be used in their amelioration. 2. The candidate will describe the behavior change program to be utilized and its underlying rationale to institutional personnel and will cooperate fully in the solution of any logistical problems arising before or during its implementation. 3. Should the program be implemented by a person or persons other than the candidate, the latter will be responsible 	30 hours	1,2,4,6,8,10

	<p>for training the implementer(s) to objectively observe and record behavior, to apply the specific procedures to the target behavior, and will monitor performance of the implementer(s); otherwise, the candidate will perform these functions.</p> <p>4. The candidate will submit a final report detailing the results of the intervention.</p>		
		<p>327-332 hours</p>	

*Note: Program Objectives align with the NASP Domains, such that Program Objective 1 aligns with NASP Domain 2.1: Data-Based Decision-Making and Accountability, etc.

C. LOGS, PERMISSION FORMS, AND SUPERVISION

It is each candidate's responsibility to ensure the forms documenting practica experiences are completed. Samples of these forms, the School Psychology Practicum Log, the Practica Summary Form, and the Practicum Evaluation Form are located in Appendix E. The School Psychology Practicum Log is used to record all hours and associated activities for each course in which practicum hours are accumulated. The Practicum Evaluation Form is used by the supervisor of the candidate's practicum experience to evaluate student performance and to provide guidance or corrective feedback as needed. The Practicum Summary Form is used to provide an overall summary of a student's practicum experience.

These forms will be collected and approved by the professor at the conclusion of each relevant course. Faculty will forward approved forms to the School Psychology Program Coordinator. As candidates progress through the Program, they will also compile a summary of practicum experiences for all courses. It is also each candidate's responsibility to obtain a signed Counseling Agreement or Testing Release form for each client seen.

D. LEGAL AND ETHICAL CONSIDERATIONS

Candidates engaging in practicum activities will do so in a manner consistent with the National Association of School Psychologists (NASP) legal/ethical professional standards. The standards pertinent to the practicum experience include, but are not limited to:

1. avoidance of dual relationships;
2. confidentiality;
3. abandonment and;
4. practice within the highest standards of the profession in keeping with the individual's level of expertise and training.



SECTION V
INTERNSHIP

A. INTRODUCTION

The culminating activity in this program of study is the internship (minimum of 1200 clock hours). The internship is designed to provide the candidate with the opportunity to integrate and apply professional skills in a supervised work setting. Consequently, the Internship may be viewed as the quintessential component of the Certification program.

With guidance from the Program Coordinator, each candidate applies and interviews for an internship as they would for a job, typically in the first spring semester of their Certification coursework and, with the exception of an internship seminar (PSY 798) and one on-line class (EDU 650), is scheduled after the completion of all course work. Final approvals for internship sites are made by the Program Coordinator. The candidate receives supervision from both a Supervising Psychologist in the field, as well as from a University Supervisor.

B. GOALS

Essentially, the intern is trained to function as a data-based decision maker and problem solver in an educational setting. The specific objectives of the Internship Program are defined in terms of the special competencies that the candidates are expected to obtain from their experiences and activities in the Internship. In meeting the program goals, these competencies include:

1. Applying psychological knowledge to facilitate the learning, development and adjustment of all students;
2. Planning and conducting group and individual diagnostic evaluations;
3. Writing child study reports, multidisciplinary evaluation reports and prescriptive recommendations;
4. Developing programs and in-services for school personnel;
5. Using consultation skills in the school environment;
6. Providing counseling services and;
7. Applying research skills in the school setting.

C. PREREQUISITES

All candidates will be expected to possess the following knowledge/skills prior to entering the Internship:

1. A comprehensive understanding of human development and psychological principles as they relate to the enhancement of social/emotional and academic skills;
2. A thorough knowledge of professional issues including: professional ethics, legal standards, roles and responsibilities, administrative and supervisory functions, and community responsibilities;
3. Proficiency in psychometric and psychodiagnostic skills including the use of the major intellectual, achievement, perceptual, and social/emotional adjustment measures;
4. A working knowledge of counseling and consultation skills. This would include not only an understanding of the theories and techniques of counseling and consultation, but also some practicum experiences in conducting counseling sessions, interpreting test findings, and in holding conferences with children, parents, and school personnel;

5. Experience with the preparation of academic and behavioral interventions for teacher or family use with children who have learning, motivation, and/or adjustment problems in school;
6. Facility in report writing and record keeping procedures;
7. An understanding of the administration and operation of school systems and special school services including a focus on home-school collaboration;
8. A background in research methodology and statistics focusing on interpreting research;
9. A professional orientation that encompasses interpersonal skills, punctuality, communication skills, and leadership qualities and;
10. An awareness of multi-cultural issues and the special needs of diverse students as pertinent to academic and social adjustment at school and in the home.

D. PRE-INTERNSHIP COMPETENCY EVALUATION

The candidate will be approved for the Internship by a Committee consisting of the Program Coordinator and at least two school psychology faculty members. Before being approved for an internship assignment, the student must demonstrate competency in the basic skill areas of a school psychologist. Proficiency will be determined through a review of the student's course work achievements, practica work samples and the completion of a pre-internship competency examination.

The pre-internship competency examination is the completion and review of 1) an academic intervention plan (from PSY 710), 2) a functional behavioral assessment/behavioral intervention plan (from PSY 795), 3) a counseling case (from PSY 742) and 3) a case study on a real client in the School Psychology Clinic during the course Practicum in School Psychology (PSY 724). All activities require the candidate to gather intake information; select appropriate assessment techniques; conduct the relevant assessment(s) integrate the assessment findings into an intervention plan or comprehensive written report; and interpret results orally to clients/parents-guardians. Reports will include recommendations for remediation, special services, or consultative services, as appropriate.

Meeting all competency criteria with a minimum of 80% is required before placement in an Internship. A remedial plan will be developed for candidates whose skills are found to be below acceptable standards. Failure to meet all requirements of the remedial plan within two semesters of the initial evaluation, or failure to initiate the identified component revisions within two semesters of the initial evaluation, will result in Program dismissal.

E. ACTIVITIES

Each site will vary as to the kind of activities it can provide the candidate, and flexibility in programming is encouraged to provide the richest possible internship experience. However, the Internship should provide, at least, the following activities:

1. Gaining an appreciation for student diversity including physical, psychological, economic, gender, and cultural differences. To this end, each student must complete a Diversity Project during the internship as well as document contact hours with clients from each category of diversity on internship logs(See Appendix H);
2. Identifying individuals with learning and/or adjustment problems via a variety of assessment methods (e.g., formal, informal, norm-referenced, criterion-reference, etc.);

3. Designing appropriate interventions based upon an analysis and synthesis of the assessment data. This would include the development of behavioral and academic interventions and evaluating their effectiveness;
4. Preparing clearly written and well organized psychological reports;
5. Interpreting and discussing the findings of the psychological evaluation with the child, parents, teachers, school personnel, and/or community agencies where appropriate;
6. Participating in multi-disciplinary teams;
7. Being involved in administrative and supervisory practices relative to School Psychology;
8. Providing consultation services to parents, teachers, administrators, and other professionals;
9. Providing individual and/or group counseling;
10. Demonstrating appropriate professional behavior and ethical practices;
11. Reviewing current publications and research findings in School Psychology, as well as participating in conferences sponsored by professional organizations and;
12. Involvement with regular and special education students across the age range. Suggested percentages of time spent with each age group are as follows:

0 to 5 years	15%
5 to 12 years	50%
13 to 18 years	30%
Adults	5%

In addition, minimum levels of involvement in certain fundamental activities have been established to ensure adequate preparation by the conclusion of the internship. Essential experiences and minimal participation levels are as follows:

<u>Activity</u>	<u>Minimum Participation</u>
Psychoeducational Assessment	25 Full Comprehensive Evaluations
Behavioral Assessment	5 Cases, at least 2 intervention plans with outcomes data
Curriculum-based Measurement	5 Cases, at least 2 intervention plans with outcomes data
Counseling (Individual & Group)	75 Hours
Consultation	25 Hours
Professional Development	10 Hours

Please note that intervention planning and progress monitoring are expected to be integral components of all assessment activities. Also, please remember that the above list is *not* an exhaustive list of intern experiences, and that interns should be exposed to the full range of experiences that encompass the roles and functions of school psychologists.

F. SITE APPROVAL CRITERIA

In order to provide an effective Internship experience for the training of School Psychologists, certain basic criteria need to be met for site selection and approval. Once a potential field site has been identified, the site psychologist (and other staff members as appropriate) is interviewed to discuss if the site meets Program criteria and, if so, to determine the responsibilities of the site supervisor. The basic criteria for site selection include:

1. The quality and adequacy of supervision;
2. The comprehensiveness of available experiences for the student;
3. The appropriateness of the geographic location and;
4. The willingness of the agency to enter into an agreement to accept students on a specified basis consistent with the objectives of the University.

The personnel and program requirements for the approval of a site for Internship training include:

1. A supervising psychologist who is permanently certified in School Psychology, has a minimum of five years of experience as a School Psychologist, and has at least a Master's degree;
2. A supervising psychologist who is responsible for *not* more than two interns at any given time;
3. The availability of other pupil personnel staff at the site; for example, speech and hearing therapists, counselors, social workers, reading specialists, psychiatrists, nurses, and special class teachers (e.g., deaf, blind, learning disabilities, emotionally disturbed, etc.);
4. The availability and diversity of special education programs and facilities and;
5. The opportunity for the intern to participate in administrative functions, curricular activities, in-service programs, case conferences, counseling, and staff meetings.

G. INTERNSHIP PLAN/CONTRACT

The internship plan is a collaborative effort between the University and the internship site. To ensure the provisions of the plan are met, involved parties sign a contract (See Appendix F) that summarizes program requirements prior to commencement of the internship. All parties are also directed to this Program Handbook to review the entire section on the internship prior to signing-off on the contract. The field supervisor is also asked to document that they have read the Internship section of this Handbook and return that form (Appendix F) with the contract. Variations from the standard internship agreement will be considered but requests for variations must be submitted in written form to the Internship Committee for approval at least six weeks prior to the proposed start of the internship. In all cases, each plan must comply with the Pennsylvania State mandated requirements for internship and Certification in School Psychology, the *NASP Standards for Training and Field Placement in School Psychology*, and the National Council for Accreditation in Teacher Education.

The internship will be at least 1200 clock hours, with a minimum of 800 hours completed in a realistic educational setting (e.g., public school system). The remaining 400 hours may be in another setting (i.e., clinic, hospital, etc.). The 1200 hours will cover no less than 30 weeks, but not more than one school year for the full-time internship. The 1200 hours can also be accrued on a half-time basis. Half-time internships will generally cover no less than 60 weeks and no more than two school years (August to June). At least

800 hours must still be completed in a public school setting. Half-time internships must be outlined in a written request, and will be subject to approval by the Internship Committee.

H. POLICY ON PLACEMENT OF INTERN AT SITE

Available internship sites in schools, clinics, or at other institutions are located by the candidate, with guidance from the School Psychology Program Coordinator. The establishment of an internship site is made in cooperation with the participating educational institution, the University Provost's Office and the Psychology Department at California University of Pennsylvania. A written formal agreement is completed between the University and the participating institution where the Internship site is to be established (See Appendix F).

Final approval of an intern to a site is made by the School Psychology Program Coordinator. Site agreements may be terminated at any time, but ordinarily such changes would not be made until the close of an internship or at a time when the site is not being used by a candidate.

Generally, to avoid conflicts of interest, it is not accepted policy for a candidate to complete an internship at his/her place of regular employment, even though it may be an approved location. Approval would be given for such an assignment only upon evidence of unusual opportunities not available elsewhere. When permission is given for this type of assignment, the candidate must provide evidence that he/she has been completely released from regular duties during the internship period.

I. LOCATION OF SITES

The Psychology Department has established internship sites for the training of School Psychologists in the Western Pennsylvania area. Most of the internship sites are in Allegheny, Fayette, Greene, Washington, and Westmoreland counties. The geographic location of the internship site and its proximity to the University and to the candidate's place of residence are considerations for placement. However, without prior approval from the Dean of Graduate Studies, the internship site must be within a 100 mile radius of the University.

J. SCHOOL PSYCHOLOGY CLINIC

One function of the School Psychology Clinic is to serve as an alternative site for the completion of internship hours. Most candidates will complete a portion of their internship in this setting and will do so under the guidance of the Clinic Supervisor, who is a licensed and certified School Psychologist. The use of the School Psychology Clinic as a partial internship site is subject to the approval of the Internship Committee.

K. SCHEDULING OF TIME

The candidate is expected to maintain the same schedule that applies to the site's full-time professional employees. The Supervising Psychologist at the site will arrange the intern's daily work schedule. The Field Supervisor may also augment the intern's program of experiences, as appropriate, by arranging for attendance at conferences, staff meetings, in-service training programs, research meetings, demonstration projects, or other professional activities that are supplemental to the daily schedule. However, without approval from the University Supervisor, the number of internship hours accrued per week should not exceed 50. Additionally, during the first fall semester of internship, all interns are expected to return to the University for one afternoon per week to work in the clinic and to participate in PSY 798 (Seminar in Professional School Psychology).

L. STIPENDS AND FEES

At the present time, no special arrangements exist for guaranteeing a stipend or other financial support to the student at every internship site. However, when paid internships are available, every effort is made to place

interns at those locations. Most internship sites provide a stipend. Stipends range in value from \$4,000.00 to \$26,000.00.

M. SUPERVISION

The supervision of interns is a collaborative endeavor between the Field Supervisor and the University Supervisor. The collaborative nature of the relationship between the University and the site supervisor cannot be overstated. The University Supervisor should be viewed as a partner and resource person for the site supervisor in making sure that the intern receives a varied and diverse experience that is consistent with Program goals. Together, the University and Field Supervisors provide the guidance and experiences that foster the development of the intern into a competent psychologist.

Recognizing that thoughtful supervision is critical to developing the intern into a competent professional, the importance of providing direct, documented and ongoing supervision is emphasized. While intern self-reports and the reports of others are valuable sources of intern performance, such data sources are no substitute for formal, systematic evaluation. Only through ongoing evaluation and feedback can the intern grow and the Program assess its effectiveness in training.

To facilitate and document supervision, two separate forms must be periodically completed. The Intern Formative Evaluation Form (see Appendix H) is to be completed at least monthly, and is a detailed look at intern performance in one or more of the roles of the school psychologist. Specific objectives are listed for each role and the Field Supervisor must be careful to provide specific feedback about the performance (i.e., what feedback was given to the intern) and provide a plan of action to enhance any skills found to be wanting. The Cal U Intern Performance Assessment (See Appendix H) aligns with the Program Goals (which are the NASP training domains) and is to be completed in conjunction with the University Supervisor during site visits. This form is a broader look at overall functioning over time. It is also used to monitor progress to date and to plan experiences.

To ensure adequate and consistent supervision across interns, the following guidelines have been established:

- 1) A minimum of 4 hours per week of direct supervision by the Field Supervisor is required. While it is recognized that supervision often takes place informally on a daily basis, it is important that direct, planned supervision be completed and documented. Only through systematic, planned supervision can it be determined that the candidate is developing the necessary competencies. Having direct feedback on intern performance not only facilitates formative evaluation for the candidate but also for the Program in terms of training issues.
- 2) At least three times throughout the internship, the Field Supervisor and the University Supervisor will meet to review progress and to plan future experiences to ensure that training objectives are being met. Data sources reviewed will include Field Supervisor rating forms, intern work samples (e.g., ERs, FBAs) and day-to-day observations. Interns will be included in this process and receive feedback concerning their performance. These meetings will be documented on the Cal U Intern Performance Assessment form.
- 3) At least twice per semester, the Field Supervisor must document a formal, direct observation/evaluation of the intern in one or more areas of functioning. The Intern Formative Evaluation Form that outlines the goals and objectives of the Program is to be used to document this experience. This information will be reviewed with other relevant data during the meetings with the University Supervisor.

- 4) At least twice a semester, a University Supervisor will formally evaluate the intern's performance in the School Psychology Clinic (if applicable). This information will be shared with the Field Supervisor to aid in planning activities for the intern.
- 5) Internship products (e.g., ERs, FBAs, academic intervention plans, counseling treatment plans) are reviewed by the University and Field Supervisor periodically. Near the end of the internship the intern must present a portfolio, representative of their work over the course of the internship. The portfolio must be judged by the University and Field Supervisor to be consistent with Program goals and objectives before the final approval to end the internship will be given.

Each internship Field Supervisor will be required to review this manual as it outlines the goals of the internship, their responsibilities, and the forms to be used in documenting the intern's progress.

Responsibilities of the Field Supervisor:

The candidate is assigned to a supervising psychologist who is responsible for the on-site supervision of the candidate and the provision of a minimum of four hours per week of direct supervision. This does not mean that the candidate only works with his/her Field Supervisor. However, it is the Field Supervisor's responsibility to see that the intern receives the appropriate training and experiences required of a school psychologist. Should special problems arise relative to the intern's performance or program, the Field Supervisor is encouraged to confer with the University Supervisor.

The Field Supervisor, together with the University Supervisor, will determine the type and amount of experiences each intern will need to complete to reach the level of competency required for successful completion of the Internship. They will also ensure that the Internship experiences are conducted in a manner consistent with current legal and ethical standards.

To verify that appropriate experiences and appropriate supervision have been given, supervisors are required to review and sign daily activity logs, and to complete supervision forms. Daily logs (See Appendix G) not only serve as a record of what has been done but as a planning tool on what additional experiences the intern needs to achieve competency. Supervision forms address intern performance in specific Program objectives. As previously mentioned, the Field Supervisor must complete the Intern Formative Evaluation Form at least twice per semester and the Cal U Intern Assessment with the University Supervisor at least three times throughout the internship.

It is important that the Field Supervisor be as candid as possible in the evaluation of the intern. There may be situations where an intern has achieved satisfactorily, or in a superior fashion in course work, but performs unsatisfactorily in Internship work. Since the Internship is the most important part of the intern's training program, it is necessary to identify any serious weaknesses of the candidate at this point. The Field Supervisor's evaluations of the intern, together with the observations of the University Supervisor, are used as the basis for judgment of the professional competence of the intern. It is for these reasons that candid evaluations are essential.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR:

The University Supervisor is a member of the Psychology Department faculty who functions under the general supervision of the School Psychology Program Coordinator. He/she has the following responsibilities:

1. The University Supervisor will maintain a close relationship with the Field Supervisor in planning and implementing an internship experience suitable for each intern.
2. The University Supervisor shall systematically evaluate the intern's internship experience to insure it is consistent with the objectives of the Program. The University Supervisor will visit each internship site and observe the intern's activities on-site and in person. The University Supervisor has the prerogative of requesting the intern to meet with him/her at the University, if there is need to do so.
3. The University Supervisor, in cooperation with the Field Supervisor, will determine the number of supervisory visits required for each intern. At least three on-site contacts per internship will be provided by the University Supervisor.
4. All meetings and supervisory visits by the University Supervisor will be scheduled in advance.
5. The University Supervisor will, as a policy, confer with the Field Supervisor before meeting with the intern at the time of the supervisory visit.
6. The University Supervisor will inform and instruct the intern about the preparation, maintenance and completion of a "daily log" of internship-related experiences. The University Supervisor will periodically review the log (Appendix G) for accuracy.
7. The University Supervisor will orient the intern about the work schedule, conditions, relationships, requirements and other activities of the internship.
8. The University Supervisor will be responsible for assisting the intern in gaining the competencies needed to attain Certification. The University Supervisor will offer whatever support necessary to aid the intern in reaching this goal. Time will be allocated each week for this purpose as warranted.
9. The University Supervisor, together with the Field Supervisor, will determine the type and amount of experiences each intern will need to complete in order to reach the level of competency required for successful completion of the internship. They will also insure that the internship experiences are conducted in a manner consistent with current legal and ethical standards.
10. University Internship Supervisors shall be responsible for no more than twelve interns at any given time.

N. RESPONSIBILITIES OF THE CANDIDATE

Prior to the internship, it is the candidate's responsibility to read the internship guidelines and to consult with the Program Coordinator about the semesters in which he/she plans to complete the internship. It is the candidate's responsibility to ensure completion of the prerequisite course work prior to the internship.

During the internship, the candidate will work cooperatively under the supervision of the Field Supervisor at the internship site. The intern must satisfy a minimum of 1200 clock hours of supervised clinical and school internship experience. The intern has the responsibility of reporting to work on time, maintaining the daily schedule of activities arranged by the Supervisor, and performing required duties in accordance with the legal and ethical standards of the profession. Any unusual difficulties or special problems the intern may experience during the internship should be discussed with the Supervisor and/or the School Psychology Program Coordinator.

In most cases, each intern will schedule the equivalent of two days each month to work in the School Psychology Clinic at California University of Pennsylvania throughout their school-based internship. Furthermore, the candidate is required to take PSY 798 - Professional Seminar in School Psychology) concurrently with the Fall Semester of their internship and to complete EDU 650-Suporting English Language Learners, which is offered on-line, before program completion.

The candidate is required to complete all internship commitments regardless of the fact that the candidate may have completed the minimum 1200 clock hours required. All intern experiences must be documented on the appropriate forms on a daily basis and will ultimately be documented in the Portfolio (See Appendix H).

O. RECALL OF AN UNSATISFACTORY CANDIDATE

The internship can be terminated at any time should it be the judgment of the supervisors that the candidate is not adequately prepared to perform in the internship setting. This may be due to such factors as personality problems of the student, inadequate social skills, inability to follow directions or accept supervision, poor professional attitude, or inadequate professional skills.

Whatever the source of the difficulty, if a candidate is found to be unsatisfactory by his/her supervisors, the Coordinator of the School Psychology Program should be informed as soon as possible. The Program Coordinator will act on the advice of the Field Supervisor and the University Supervisor to recall the candidate and to take whatever steps would seem appropriate to correct the problem.

Such candidate must develop the specific competencies they are deficient in before they may return to the internship. In this regard, a remedial plan will be developed for the candidate by their University and Field Supervisors.

P. OBTAINING THE EDUCATIONAL SPECIALIST CERTIFICATE

On satisfactory completion of the internship, the candidate must complete the following steps to receive his/her Educational Specialist Certificate from the Pennsylvania Department of Education.

1. Ensure that all logs and supervisor evaluation forms have been completed and submitted to the Program Coordinator;
2. Submit their portfolio and receive a satisfactory rating;
3. Obtain, complete, and return the Professional Educator Certification packet. This packet may be obtained online under "Forms" at www.pde.state.us; and
4. Successfully pass the Praxis-II specialty test in school psychology as well as the PAPA exams in Reading, Writing, and Math as specified by the Pennsylvania Department of Education.

APPENDIX A

SCHOOL PSYCHOLOGY PROGRAM POLICY FORMS

- *CONTINUING EDUCATION FORMS*

Application Form: Continuing Education Presentation

Name of Presenter(s):

Title of Proposed Presentation:

Brief Description of Presentation:

List of Objective Outcomes for Participants:

Syllabus of Presentation in One Hour Blocks:

HOUR	Content	HOUR	Content
First		Fourth	
Second		Fifth	
Third		Sixth	

Who Should Attend:

Length of Offering:

Does this proposed presentation provide ethics information? ____ Yes (please explain below) ____ No

Any additional information you would like to have us know?

Checklist for Presenter**Preferred Dates for Presentation:**

- 1.
- 2.
- 3.

Information for Brochure:

Information on Presenter:

About the Workshop:

Program Objectives:

Who Should Attend:

Ancillary Aids Needed:

- Handouts (number of pages _____)
- TV/VCR
- laptop/projector
- White board
- overhead projector
- screen
- microphone
- Other:

Checklist for CEC Actions and Registration Form

_____ Reservation of physical space: _____

_____ Notification of Physical Plant regarding space

_____ Notification of Public Safety regarding parking

_____ Delegation of assistants for presenter and registration process:
Names:

_____ Order for Catering: (name of contact: _____)
Order and other information:

_____ Travel, Meals, lodging arrangements: (Information below)

Certificate of Attendance

THE PSYCHOLOGY DEPARTMENT
OF
CALIFORNIA UNIVERSITY OF PENNSYLVANIA

In Association with
Southwestern Pennsylvania Partnership for Aging

HEREBY CERTIFIES THAT

Name of Attendee

HAS ATTENDED A CONTINUING EDUCATION WORKSHOP
ON

Name of Presentation

Date of Presentation

THIS PROGRAM MEETS THE CRITERIA FOR # HOURS OF CONTINUING
EDUCATION CREDIT

CALIFORNIA UNIVERSITY OF PENNSYLVANIA DEPARTMENT OF PSYCHOLOGY IS APPROVED BY THE STATE
BOARD OF PSYCHOLOGY TO OFFER CONTINUING EDUCATION CREDITS FOR PSYCHOLOGISTS. CALIFORNIA
UNIVERSITY OF PENNSYLVANIA, DEPARTMENT OF PSYCHOLOGY MAINTAINS RESPONSIBILITY FOR THE
PROGRAM.

DEPARTMENT CHAIRPERSON

PROGRAM COORDINATOR

Evaluation Form

**CALIFORNIA UNIVERSITY OF PENNSYLVANIA
PSYCHOLOGY DEPARTMENT**

CONTINUING EDUCATION CREDITS CONFERENCE EVALUATION FORM

LOW

HIGH

Content

Overall Rating	1	2	3	4	5
Content what I expected	1	2	3	4	5
Directly applicable to my job	1	2	3	4	5
I found value in the resource of materials	1	2	3	4	5
Comment					

Instructor(s)

Overall Rating	1	2	3	4	5
Demonstrated Content Knowledge	1	2	3	4	5
Modeled Techniques	1	2	3	4	5
Instructors interest in participants	1	2	3	4	5
Comment					

Process/Environment

Registration	1	2	3	4	5
Location	1	2	3	4	5
Meeting Room	1	2	3	4	5
Quality of Service/Food	1	2	3	4	5
Comment					

You the Participant

I was fully present and actively participated	1	2	3	4	5
My co-participants were actively involved and supported the learning process	1	2	3	4	5

Topic Suggestions for future presentations:

Letters to Presenter(s)

Date

Address

Dear

Congratulations! Your proposal has been chosen and approved for the Continuing Education Conference at California University of Pennsylvania Psychology Department:

Title:

Your program is scheduled for (time and date)

The following audio/visual equipment will be available for your program (equipment requested)

Please confirm your acceptance of this time slot and equipment by signing and returning the enclosed postcard by (deadline date).
Program not confirmed by that date will be removed from the convention schedule.

Please direct any questions to (name). We thank you for your fine proposal and look forward to seeing you at California University of PA.

Sincerely,

Date

Address

Dear

On behalf of the staff at California University of Pennsylvania Psychology Department, I want to thank you for your presentation at the Continuing Education Conference (conference name) held on (date).

We deeply appreciate your role in helping to make this a successful conference. Evaluations from each session are being sent to the primary presenter. Please contact us to get the results from your evaluations.

Again, thank you so much!

Sincerely,

External Agency Application for CE Co-Sponsorship

Thank you for your interest in applying for so-sponsorship with the Department of Psychology at California University of Pennsylvania for your Continuing Education event.

Your completed CE Co-Sponsorship application will be reviewed by the Continuing Education Committee and you will be notified of its approval and ensuing steps you need to take to complete this process as soon as possible.

This application applies only to the program you plan to offer, not to the institution of presenter offering the program, nor to any future programs you will offer. Please complete the information on the attached form and return to: Continuing Education Committee, Department of Psychology #65, California University of Pennsylvania, 250 University Avenue, California, PA 15419.

DEPARTMENT OF PSYCHOLOGY
 CALIFORNIA UNIVERSITY OF PENNSYLVANIA
 CONTINUING EDUCATION CO-SPONSORSHIP FORM

Sponsor Name:

Person Responsible for Application:

Address:

Telephone/Work:

FAX:

E-Mail Address:

Type of activity (example: workshop, conference, seminar, etc.):

Location, Date(s) and Time(s) of Program:

Name of Presenter(s):

Title of Proposed Presentation:

Brief Description of Presentation:

List of Objective Outcomes for Participants:

Syllabus of Presentation in One Hour Blocks:

HOUR	Content	HOUR	Content
First		Fourth	
Second		Fifth	
Third		Sixth	

--	--	--	--

Who Should Attend:

Length of Offering:

Does this proposed presentation provide ethics information? Yes (please explain below) No

Has CUP Department of Psychology co-sponsored other CE offerings from your facility?

Yes No

PLEASE ATTACH VITA FOR EACH PRESENTER.

Any additional information you would like to have us know?

Sample Letter and Checklist to Sponsoring Agency

Name of Sponsoring Agency
Address
Date

Dear Contact Person:

SUBJECT: California University of Pennsylvania Department of Psychology
Continuing Education Offering
Title of Presentation
Date of Presentation
Location

This letter acknowledges that the above presentation has been approved for co-sponsorship by the California University of Pennsylvania School Psychology Program Continuing Education Committee. Please remit \$300.00 payable to the California University of Pennsylvania School Psychology Program, along with a copy of the advertising brochure (or other media) to:

The Continuing Education Committee
California University of Pennsylvania
Box #65
250 University Avenue
California, PA 15419

After the presentation, please send copies of all evaluation forms returned by the participants as well as the names of psychologists requesting continuing education credits. Please also send the names and social security numbers of those individuals requesting Act 48 credits. The Continuing Education Committee will produce certificates of attendance for professionals seeking continuing education credit and return these for distribution to the contact person provided in the submission of the list.

APPENDIX B

School Psychology Program Curriculum Forms

- *School Psychology Advisement/Curriculum Sheet*
- *School Psychology Student Checklist*

SCHOOL PSYCHOLOGY PROGRAM ADVISEMENT SHEET

MASTER OF SCIENCE COURSES (36 credits)

Area I – Psychological and Educational Foundations

PSY 702*Psychopathology of Childhood	3 cr._____
PSY 713Psychology of Growth and Development	3 cr._____
PSY 712Advanced Psychology of Learning	3 cr._____
PSY 741Theories of Counseling and Psychotherapy	3 cr._____
PSY 720Neuropsychology	3 cr._____

Area II – Psychological Methods and Techniques

PSY 721Advanced Tests and Measurements	3 cr._____
PSY 795*Seminar in Behavior Modification	3 cr._____

Area III – School Programs and Organization

PSY 710Principles of Instruction and Intervention	3 cr._____
PSY 752Fundamentals of School Psychology	3 cr._____

Area IV – Research

PSY 761Statistics and Research Methods in Psychology I: Univariate	3 cr. _____
PSY 762 Statistics and Research Methods in Psychology II: Multivariate.	3 cr. _____

AND

PSY 796Seminar in Analysis of Research in School Psychology (Non-Thesis Option)	3 cr._____
---	------------

OR

PSY 849Thesis (Thesis Option)	3 cr._____
--	------------

SPECIALIST CERTIFICATION COURSES (33credits)

Area II – Psychological Methods and Techniques

PSY 722Individual Psychological Evaluation I	3 cr._____
PSY 723Individual Psychological Evaluation II	3 cr._____
PSY 724Practicum in School Psychology	3 cr._____
PSY 734Assessment of Personality and Behavior I	3 cr._____
PSY 742Techniques of Counseling and Psychotherapy with Practicum	3 cr._____
PSY 756Consultation and Group Processes	3 cr._____
EDU 650*Supporting English Language Learners	3 cr. _____

Area V – Professional School Psychology

PSY 773/774Internship in School Psychology	9 cr._____
PSY 798Seminar in Professional School Psychology	3 cr._____

Additional Examinations for Educational Specialist Certification in Pennsylvania:

- PAPA Examination (Must meet the qualifying scores of 220 on all 3 tests, or meet the Composite Score Total of 686 with at least one of the tests at or above the 220 qualifying score.)
- Master's Comprehensive Examination (The Master's degree coursework is assessed in 3 sections. Students must meet the minimum qualifying score of 70% on each of the three sections)
- Praxis II in School Psychology (Must meet the Pennsylvania qualifying score of 150)

*These courses meet the Pennsylvania Department of Education's Chapter 49 requirements of 9 credits addressing accommodations and adaptations for diverse learners in inclusive settings (PSY 702, PSY 710 and PSY 795) and 3 credits of meeting the needs of English language learners (EDU 650).

School Psychology Program

Student Checklist



Year 1 Summer

Required Coursework:

- Psy 702: Psychopathology of Childhood (on-line)
- Psy 712: Advanced Psychology of Learning (on-line)
- Psy 713: Psychology of Growth and Development

Additional Actions:

- Apply for **CLEARANCES**
 - *All clearances must be kept on-file in the College of Education throughout each students course of study*
 - ACT 24 Clearance
 - ACT 34 Clearance - Pennsylvania Criminal History Record
 - ACT 151 Clearance - Pennsylvania Child Abuse

History Clearance (requires 6 weeks to process)

- ACT 114 Clearance - Be sure to follow these instruction for the Act 114 Clearance:

Fingerprinting

- Sit for the PAPA examination in Reading, Writing and Math anytime in the program. (Must meet the PA state qualifying scores in order to apply for state certification as a School Psychologist.)

Year 1 Fall

Required Coursework:

- Psy 761: Statistics and Research Methods in Psychology I:Univariate
- Psy 741: Theories of Counseling and Psychotherapy

- **Psy 752:** Fundamentals of School Psychology

Additional Actions:

- Apply for **MASTER'S CANDIDACY**
- Maintain a copy of all practicum logs.

Year 1 Spring

Required Coursework:

- **Psy 762:** Statistics and Research Methods in Psychology II: Multivariate
- **Psy 795:** Seminar in Behavior Modification
- **Psy 710:** Principles of Instruction and Intervention

Additional Actions:

- Apply for **MASTER'S of SCIENCE GRADUATION** (through Graduate School and VIP)
- Apply for **SCHOOL PSYCHOLOGY CERTIFICATION ONLY PROGRAM** (through Graduate School)

- Apply for **MASTER'S COMPETENCY EXAM** (send letter of intent to sit for the exam to the Program Coordinator)
- Maintain a copy of all practicum logs.

Year 2 Summer

Required Coursework:

- **Psy 720:** Neuropsychology
- **Psy 721:** Advanced Tests and Measurements
- **Psy 796:** Seminar and Research in School Psychology
- **Psy 849 (optional):** Thesis Option (replaces Psy 796)

Additional Actions:

- Re-Apply for clearances needed, update file with the College of Education
 - ACT 24 Clearance
 - ACT 34 Clearance - Pennsylvania Criminal History Record

- ACT 151 Clearance - Pennsylvania Child Abuse History Clearance (requires 6 weeks to process)
- ACT 114 Clearance - Be sure to follow these instruction for the Act 114 Clearance:
Fingerprinting

 Take **MASTER'S COMPETENCY EXAM** in late **JULY** or early **AUGUST** → TIME: 9-12 on a **SATURDAY**

Year 2 Fall

Required Coursework:

-  **Psy 722:** Individual Psychological Evaluation I
-  **Psy 723:** Individual Psychological Evaluation II
-  **Psy 756:** Consultation and Group Process

Additional Actions:

- Apply for **INTERSHIPS INDEPENDENTLY** , once an offer is made, secure signed University

contract and apply with the University Internship Center.

- Attend **December Graduation** to celebrate earning your **Master's Degree**.

 Maintain a copy of all practicum logs.

Year 2 Spring

Required Coursework:

-  **Psy 724:** Practicum in School Psychology
-  **Psy 734:** Assessment of Personality and Behavior I
-  **Psy 742:** Techniques of Counseling and Psychotherapy

Additional Actions:

 Maintain a copy of all practicum logs.

Year 3 Summer

Required Coursework

-  **Psy 774:** Clinic in School Psychology; register for a

- minimum of 3 credits and be sure to also register with the **University Internship Center**

Additional Actions:

- Re-Apply for **CLEARANCES**, if needed
 - Act 24 Clearance
 - ACT 34 Clearance - Pennsylvania Criminal History Record
 - ACT 151 Clearance - Pennsylvania Child Abuse History Clearance (requires 6 weeks to process)
 - ACT 114 Clearance - Be sure to follow these instruction for the Act 114 Clearance: Fingerprinting

Year 3 Fall

Required Coursework:

- **Psy 773:** Internship in School Psychology; register for a minimum of 3 credits. Be sure to also register with the **University Internship Center**

- **Psy 798:** Seminar in Professional School Psychology
- **Edu 650:** Supporting English Language Learners (on-line)
(take in either Fall or Spring of Internship Year)

Year 3 Spring

Required Coursework:

- **Psy 773:** Internship in School Psychology
- **Edu 650:** Supporting English Language Learners (on-line)
(take in either Fall or Spring of Internship Year)

Additional Actions:

- Sit for your Praxis Exam for School Psychology. (Must meet the PA state qualifying score as a minimum passing requirement)

College of Education).

- Apply for state certification in School Psychology (through the

- PREPARE and SUBMIT completed Portfolio, including

Work samples to your faculty

internship supervisor by May 1st.

APPENDIX C

School Psychology Candidacy Forms

- *School Psychology Candidacy Form*
- *School Psychology Tracking Form*

SCHOOL PSYCHOLOGY CANDIDACY FORM

NAME: _____ PHONE:(_____)_____ DATE: _____

MAILING ADDRESS: _____

DIRECTIONS: Please complete the “Course Work Summary” section below by listing the courses you have taken, the grade you received in the course, and the professor who taught the course. If you are currently enrolled in a course, place the letters CE (Currently Enrolled) in the "grade" space. **Do not** make any marks in the "Instructor" columns.

On a separate sheet of paper discuss how your course work has impacted your knowledge of school psychology, as well as your desire to continue preparation to become a school psychologist. Limit your comments to one type-written page. Attach your essay to this form and return the completed documents to the Program Coordinator.

Note: This is not a candidacy application form, you must register for candidacy at the School of Graduate Studies.

Personal Characteristics Rating Scale

	UNSATISFACTORY	SATISFACTORY	NOT OBSERVED
VERBAL COMMUNICATION SKILLS			
EFFECTIVENESS IN INTERPERSONAL RELATIONS			
RESPECT FOR HUMAN DIVERSITY			
DISPLAY OF ETHICAL BEHAVIOR IN HANDLING ACADEMIC DUTIES			
DISPLAY OF ADAPTABILITY IN HANDLING ACADEMIC DUTIES			
DISPLAY OF INITIATIVE, DEPENDENCY, & DEDICATION IN HANDLING ACADEMIC DUTIES			

RATING PROCEDURE: INSTRUCTORS, PLACE YOUR INITIALS IN THE APPROPRIATE BOX FOR EACH ITEM ON THE SCALE.

Course Work Summary

NUMBER OF GRADUATE CREDITS COMPLETED _____ GPA _____
 NUMBER OF GRADUATE CREDITS CURRENTLY SCHEDULED _____

COURSE	GRADE	INSTRUCTOR	INSTRUCTOR RATING	INSTRUCTOR COMMENTS
1.				
2.				
3.				
4.				
5.				
6.				
7.				

INSTRUCTOR RATING SCALE: S = SATISFACTORY R= INDIVIDUAL REVIEW NEEDED333

Committee Decision

CANDIDACY GRANTED _____ CANDIDACY DENIED _____

Signatures of Candidacy Committee Members

	DATE: _____
	DATE: _____
	DATE: _____

School Psychology Program Tracking Form: Classroom Performance

This form is used to monitor the development/progress of graduate students in the classroom as part of the candidacy process. As this information is basic to evaluating student progress and Program effectiveness, please complete this form in a timely and complete fashion.

Use the following code to rate student performance and provide constructive comments as appropriate. Use a separate sheet of paper for any expanded comments/recommendations and attach it to this form.

S = SATISFACTORY

A = AREA OF CONCERN

N = NO OPPORTUNITY TO OBSERVE

COURSE: _____

INSTRUCTOR: _____

SEMESTER: _____

Student's Name	Academic Ability	Verbal Ability	Writing Skill	Effort	Interpersonal Skills	Other	Recommendations/ Comments
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

APPENDIX D

Policy And Procedures for Preparing a Master's Thesis in School Psychology

POLICY AND PROCEDURES FOR PREPARING A MASTER'S THESIS IN SCHOOL PSYCHOLOGY

A Master's Thesis Committee will advise and guide candidates in conducting their research. The Thesis Committee will consist of at least three faculty members and will work with the candidate in planning, developing and completing the research thesis. At least two members of the committee should be from the Psychology Department. The third member may come from outside the Department, if approved by the Coordinator of the School Psychology Program. One of the Psychology Department members will act as the Thesis Advisor and will be expected to work closely with the candidate in conducting the research. The candidate is expected to select the Thesis Advisor and should consult with the Coordinator of the School Psychology Program as to the procedures for doing this. Selection of a thesis advisor should be done as soon as possible after admission to candidacy.

The following information should serve as a guide to the candidate planning and conducting a research thesis:

- I. Steps in Preparing a Master's Thesis – The candidate should begin planning to satisfy the thesis requirement soon after acceptance for Candidacy.
 - A. Prerequisite Courses – The candidate should consult with the Coordinator about taking courses that will provide an early exposure to research and the special skills needed for conducting research. Courses which are helpful in preparing to do research are:

PSY 761	Statistics and Research Methods in Psychology I: Univariate
PSY 762	Statistics and Research Methods in Psychology II: Multivariate

- B. Roles and Responsibilities of the Candidate, the Advisor, and the Committee Members
 1. The basic responsibility for developing and completing the research thesis belongs to the candidate. Guidance with the thesis is provided to the candidate by a thesis advisor and a thesis committee. When a thesis topic has been decided upon by the candidate, an overview of the proposed research study will be presented in written form to the thesis committee. The candidate will prepare three copies of the proposal for the committee's review and approval. The committee will evaluate the proposal from the standpoint of the feasibility of the study, availability of a research population and the adequacy of the research design. The suitability of the candidate's background and preparation for the study will also be considered.
 2. On completion of any suggested changes to the research proposal, the candidate will prepare and provide copies of the revised thesis proposal to the Committee members and to the Coordinator of the School Psychology Program for approval. Following approval of the thesis proposal, the candidate will prepare and submit to the thesis advisor a first draft of the proposal which should be as complete as possible. Suggestions and corrections will be offered to the candidate on the thesis draft by the advisor following a review of the draft. Additional revisions and drafts may be necessary until the thesis is approved by the advisor.
 3. A student should not proceed to collect data, or in other ways proceed with the thesis study, until the Thesis Committee has approved the final draft of the research proposal and approval from the Institutional Review Board has been obtained.

After the advisor approves the final draft, the candidate will arrange to defend his/her Thesis proposal before the Thesis Committee. The candidate has the responsibility for arranging this meeting.

4. Work on the thesis will proceed with periodic review by the advisor. Typically, the thesis will undergo several revisions before it is given final approval by the thesis advisor and the thesis committee. It is the responsibility of the candidate to have a thesis progress report completed by the thesis advisor. A progress report should be returned to the Coordinator at the time of initial thesis approval and again at the time of completion of the thesis.

C. Types of Research Populations and Research Designs

1. Any human population may be used although a school-age population is preferred. Approval by the University's Institutional Review Board is required prior to initiating the study.
2. The research design to be employed for a thesis will be determined by the problem to be investigated. Limited surveys and historical or literature reviews are not acceptable.

D. Style and Format of the Thesis

The style and format of the thesis should be based on the most current edition of the *APA Publications Manual*. All material which is to be submitted to the advisor and to the thesis committee must be typewritten, complete, and in good style. The thesis advisor is not responsible for proofreading and correcting the manuscript. Copies of completed theses are available for review in the Psychology Department and in the Graduate School Office.

II. M.S. Thesis Oral Examination

- A. When the thesis has been completed and approved by all members of the candidate's thesis committee, in preparation for the oral examination of the thesis, three (3) copies of the final draft of the thesis must be provided to the Program Coordinator no later than one month before graduation. This will allow for the Oral Examination to be held within ten (10) calendar days of the receipt of the thesis and, also, provide at least one week for changes to be made before submitting the final approved thesis to the Graduate School.
- B. The Oral Examination on the thesis is scheduled for the candidate upon completion of the final approved draft of the Master's Thesis. The purpose of the examination is to provide the candidate with an opportunity to present his/her thesis findings and to gain experience in presenting and discussing research.
- C. The oral examination will be conducted by the candidate's Thesis Committee with the thesis advisor as chairperson. The examination is open to all members of the University community. The thesis committee will decide if further changes are to be made before the thesis is submitted to the Graduate School. In the event that the candidate fails to meet the requirements of the Committee, the thesis will not be submitted to the Graduate School. Generally, it is expected that the candidate's research thesis will be approved and accepted, perhaps with minor modifications needed, at the time of the oral examination.

III. Final Stages in Completing a Master's Thesis

- A. Following the oral examination, the final approved copies of the Master’s Thesis are to be typed on a high-grade paper (check with the Graduate Office for details about preparation of copies of the thesis.)
- B. All final copies of the thesis are to be signed by the Thesis Committee members, the Coordinator of the School psychology Program, and the Chairperson of the Psychology Department. A total of five (5) copies of the thesis are to be prepared. Three copies are to be provided to the Graduate School Office, one copy for the thesis advisor, and one copy to the Coordinator of the School Psychology Program for retention by the School Psychology Department. One or more additional copies should be prepared for the candidate’s own use.
- C. All final copies of the thesis, complete with signatures, are to be taken by the candidate to the Dean of the Graduate School prior to graduation. The Graduate Office will arrange for binding the copies of the thesis.

IV. Time Limitations for Completing the Master’s Thesis

All requirements for the M.S. Degree in School Psychology must be completed within six (6) years after the date of initial registration for graduate studies at California University of Pennsylvania.

THESIS PROGRESS REPORT

Chairperson: _____

1. Date accepted candidate as advisee: _____

2. Status of work on thesis (check one)

- a. Proposal stage _____
- b. Date Proposal approved by committee _____
- c. Date collection stage _____
- d. Data analysis stage _____
- e. Writing stage _____

3. Estimated date for Oral Examination: _____

4. Estimated date for Graduation: _____

5. Names of other members of committee:

6. Date Thesis Committee approval by Graduate Office: _____

7. Comments:

APPENDIX E

Practicum Forms

- *Instructions*
- *Evaluation Forms*
- *Practicum Logs*
- *Summary Forms*
- *Rubric for Counseling Case (Pre-Internship Competency Exam)*
- *Rubric for FBA/Behavioral Intervention Plan (Pre-Internship Competency Exam)*
- *Rubric for Assessment Case (Pre-Internship Competency Exam)*
- *CBA/ Academic Intervention Plan (Pre-Internship Competency Exam)*

INSTRUCTION SHEET FOR PRACTICUM FORMS

PRACTICUM EVALUATION FORM – BLUE (TO BE COMPLETED BY CANDIDATE & SUPERVISOR)

- A. The candidate will complete the identifying information at the top of the form and forward the form to the site supervisor.
- B. Supervisor Instructions
 1. Using the rating scale at the top of the form, rate the activity (competency) completed under your supervision. Rate **ONLY** those activities observed.
 2. Using the same rating scale, rate the overall performance of the student during the practicum experience.
 3. Provide additional comments, if necessary.
 4. Sign and date the form and return the form to: School Psychology Program Coordinator, LRC 317, California University of Pennsylvania, California, PA 15419

SCHOOL PSYCHOLOGY PRACTICUM LOG – GREEN (TO BE COMPLETED BY CANDIDATE)

1. Put the date and time(s) of the practica experience in the first two columns. Both the date and time must be inclusive for each individual experience.
2. For the third column, refer to the Practicum Summary Form (yellow) and record the competency area (e.g., Assessment Practices, Interventions, etc.) appropriate for each activity.
3. Client information should include the initials, age, grade, gender, and ethnicity of each client.
4. To complete the fifth column – Reason or Goal of Activity – refer to the specific listings under each of the general competency areas on the summary form (yellow sheet), and list the type of activity engaged in (e.g., Intellectual, Assessment, Behavior Management, etc.).
5. In the sixth column, describe the activity thoroughly. For example, if the activity listed was “group counseling”, specify the treatment goal (e.g., anger management) and techniques used, problems encountered, etc.
6. In the seventh column, record the amount of time spent in each activity, in no less than quarter hour increments, from the second column, (e.g., 1 hour, 15 min).

NOTE: Carry hours from previous log form to the top right corner of the new log sheet; keep the cumulative hours column added, complete the total hours for this log sheet, and total the cumulative hours to date.

Sign and date the logs and obtain supervisors’ signatures. Always keep a copy of your logs to be placed in your portfolio.

PRACTICUM SUMMARY FORM – YELLOW (TO BE COMPLETED BY CANDIDATE)

1. Complete all information at the top of the form.
2. Enter the total hours (in no less than quarter hour increments) completed in each competency area. Note the carried hours and the total cumulative hours. The number of hours on the yellow summary form should equal the hours on the green practicum form.
3. Obtain signatures and keep a copy for your portfolio.

California University of Pennsylvania
School Psychology Program
Practicum Evaluation Form

Directions: Please complete this summary form for candidate practicum experiences you have supervised. The course instructor is to provide feedback to the candidate; however, field supervisors are also encouraged to share their insights with practicum candidates. Use the following rating system when completing this form:

- NA - Not applicable or not enough information to form a judgment
- 1 - Far below expectations – needs much improvement, a concern
- 2 - Below expectations – needs improvement to meet standards*
- 3 - Acceptable – meets standards at average level of standards*
- 4 - Above expectations – performs above average level of standards, a strength*

*Please refer to the “Assessed Competencies” area of the syllabus for the course that is related to this practicum provided by the candidate you are supervising.

Candidate Name: _____

Course: _____

Site: _____

Site Supervisor: _____

Supervisor’s Title: _____

Competencies Assessed - After using course rubrics and/or the Intern Formative Evaluation Form to critique candidate performance, provide a summary rating for each of the areas listed below that were evaluated. Only rate behaviors observed during the practicum experience.

Rating	Competency	Rating	Competency
	Intake/Assessment Interview		Group Therapy
	Oral Communication Skills		Consultations (Parent, Teacher, Student)
	Written Communication Skills		Professional Behavior and Disposition
	Rapport Building with Students		Understanding and Implementation of
	Case Formulation /Treatment		Ethical Codes
	Planning		Implementation of Feedback from
	Individual Therapy		Supervisor
	Integration of Research Findings		Articulation of Clinical Information
	into Practice		Sensitivity to Individual Differences
	Organization and Operation of Schools		(Ability and Diversity) in Activities
	Observation / Interaction with		Discussion / Implementation of
	School Personnel		Special Education Regulations
	Observation / Interaction with Special		Discussion / Implementation of the Roles
	Needs Students		and Functions of a School Psychologist

Using the rating scale above, please rate the overall performance of this candidate during the practicum experience:

Overall Rating _____

Please provide any additional comments on the reverse side of the form, and if the candidate performed below expectations please specify the areas that are in need of improvement and suggestions for improvement.

Site Supervisor Signature: _____ Date: _____

California University of Pennsylvania
Department of Psychology
Master's Degree Program in School Psychology
Practicum Summary

Candidate Name: _____ **Date:** _____
Course: _____ **Site Location:** _____
Supervisor: _____ **Supervisor's Title:** _____

After completing the Daily Activities Log, summarize your Practicum hours on this form.

Competency Area: _____ **Total Time Allocation**

Assessment Practices (Informal and Formal)

Intellectual _____
Academic _____
Social/Emotional _____
Behavioral _____
Other: _____

Interventions/Problem-Solving

Counseling (Individual) _____
Counseling (Group) _____
Behavior Management _____
Academic (e.g., IEP, ER) _____
Other: _____

Professional School Psychology

Roles and Functions of the School Psychologist _____
Emerging Technologies _____
Legal and Ethical Issues _____
Professional Development _____
Organization and Operation of Schools _____
Alternative Models _____
Community-Based Activities _____
Interpersonal Skills _____
Other: _____

Consultations

IST/Pre-referral _____
Conferences (Parents, Teachers, Students) _____
MDT Meetings _____
Case Reviews _____
Report Writing _____
Other: _____

TOTAL HOURS OF SUPERVISED EXPERIENCE _____

Candidate Signature: _____

University Faculty Signature: _____

Date Signed: _____

School Psychology Program

Practica Rubrics

For the Pre-Internship Competency Exam

(NASP Assessment 3)

Counseling Case Rubric PSY 742	1 point Insufficient	2 points Needs Improvement	3 points Effective	4 points Very Effective
A. Operational definition of presenting issue and baseline data (Domain 2.1)	Treatment plan did not identify, define, or frame a presenting issue in behavioral terms.	Treatment plan did one of the following (1) Identified presenting issue (2) operationally defined it (3) framed in behavioral and measurable terms.	Treatment plan did two of the following (1) Identified presenting issue (2) operationally defined it (3) framed in behavioral and measurable terms.	Treatment plan identified presenting issue, operationally defined it, and framed it in behavioral and measurable terms.
B. Identified Treatment Goals /Objectives (Domain 2.4)	Treatment plan did not identify any goals, objectives or desirable outcomes.	Treatment identified at least 1 long term goal or 1 short-term objective indicating a desirable outcome.	Treatment plan identified at least 1 long-term goal and 2 short-term objectives indicating a desirable outcome.	Treatment plan identified at least 1 long-term goal and 3 short-term objectives indicating a desirable outcome.
C. Evidenced-based Intervention (Domain 2.4)	Did not implement an intervention.	Implemented an evidence- based intervention for at least 1 of the short-term objectives on the treatment plan.	Implemented an evidence- based intervention for at least 2 of the short-term objectives on the treatment plan.	Implemented an evidence based intervention for 3 short- term objective indicated on the treatment plan.
D. Evaluated the effectiveness of the intervention (Domain 2.1, 2.4, 2.8)	Was unable to adequately evaluate the effectiveness of the intervention due to insufficient data.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via one valid outcome measure.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measures.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via all 3 outcome measures.
E. Treatment Plan and Progress Summary	Summary report included 1 of the 4 key components (e.g. presenting issue, goals/objectives, intervention description, progress)	Summary report included 2 of the 4 key components (e.g. presenting issue, goals/objectives, intervention description, progress)	Treatment plan included 3 of the 4 key components (e.g. presenting issue, goals/objectives, intervention description, progress)	Treatment plan/summary included presenting issues, goals/objectives, description of intervention, progress and analysis of the effectiveness of the intervention (e.g. graph)

Total Score= _____ (out of a possible 20 points)

Behavioral Assessment/ Intervention Rubric PSY 795	1 point Insufficient	2 points Needs Improvement	3 points Effective	4 points Very Effective
A. Operational Definition of presenting issue (Domain 2.2)	Did not identify or define presenting issue.	Identified presenting issue but is not defined in behavioral or measurable terms and is not stated positively (e.g., interrupts others).	Identified presenting issue in measurable terms or stated as a positive behavior (e.g. improve reading).	Operationally defined the presenting issue in clear, measurable terms and in a positive manner (e.g. raise hand to speak).
B. Conducted Functional Behavioral Assessment (Domain 2.1, 2.7)	Did not conduct FBA.	Conducted a FBA via direct or indirect measures that evaluated either individual or environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA.	Conducted a FBA via direct or indirect measures that evaluated individual and environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA.	Conducted a thorough FBA via direct and indirect measures that evaluated individual and environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA.
C. Evidence-based Intervention (Domain 2.3, 2.4, 2.7, 2.8)	Did not implement an intervention.	Implemented an intervention that is not directly linked to FBA and does not have empirical support.	Implemented an intervention that is either directly linked to FBA or has empirical support.	Implemented an intervention that is both directly linked to FBA and has empirical support.
D. Evaluated the effectiveness of the intervention (Domain 2.1)	Was unable to adequately evaluate the effectiveness of the intervention due to insufficient data.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via one valid outcome measure.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measures.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via three outcome measures.
E. Summary Report	Summary report included 1 of the 4 key components.	Summary report included 2 of the 4 key components.	Summary report included 3 of the 4 key components.	Summary report included target behavior, results of FBA, description of intervention and analysis of the effectiveness of the intervention (e.g. graph).

Score= _____ (out of a possible 20 points)

RTI: Academic Intervention Case PSY 710	1 point Insufficient	2 points Needs Improvement	3 points Effective	4 points Very Effective
A. Operational Definition of presenting issue (Domains 2.1, 2.3 and 2.7)	Did not identify or define a presenting issue related to academic functioning or instruction.	Identified presenting issue but is not defined in behavioral or measurable terms and is not stated positively (e.g. interrupt others)	Identified presenting issue defined either in measurable terms or stated as positive (e.g. improve reading).	Identified/operationally defined the presenting issue in clear, measurable and observable terms. Issue is stated as a positive (e.g. raise hand to speak).
B. Data Collection (Domains 2.1, 2.3 and 2.7).	Did not conduct any assessment.	Conducted an assessment via direct or indirect measures that evaluated either individual or environmental/curricular , instructional variables.	Conducted an assessment via direct or indirect measures that evaluated individual and environmental/curricular/instructional variables.	Conducted a thorough assessment via direct and indirect measures that evaluated individual and environmental/curricular/instructional variables (e.g. universal screening, strategic monitoring with CBM).
C. Evidence-based Intervention (Domains 2.3, 2.5 2.7).	Did not implement an intervention to address the academic/instructional needs of the student(s).	Implemented an intervention that is not directly linked to assessment findings and lacks empirical support.	Implemented an intervention that is either directly linked to assessment findings or has empirical support.	Implemented an intervention that is both directly linked to assessment findings and has empirical support.
D. Evaluated the effectiveness of the intervention (Domain 2.1).	Was unable to adequately evaluate the effectiveness of the intervention due to insufficient data.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via one valid outcome measure.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measures.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via three outcome measures.
E. Summary Report	Summary report included 1 of the 4 key components.	Summary report included 2 of the 4 key components.	Summary report included 3 of the 4 key components.	Summary report included target behavior, results of assessment, description of intervention and analysis of the effectiveness of the intervention.

Score = _____ (out of a possible 20 points)

Assessment Rubric PSY 724	1 point Insufficient	2 points Needs Improvement	3 points Effective	4 points Very Effective
A. Selected comprehensive, culturally valid assessment tools that incorporate progress monitoring (Domains 2.1 and 2.8)	Incorporated only one culturally valid assessment measure assessing either individual or environmental variables.	Incorporated at least 2 culturally valid assessment measures assessing either individual or environmental variables.	Incorporated at least 2 culturally valid assessment measures assessing individual and environmental variables with progress monitoring.	Incorporated at least 3 culturally valid assessment measures assessing individual and environmental variables with progress monitoring.
B. Accurate scoring and computation of test data (Domain 2.1).	Errors noted.			No errors noted.
C. Accurate interpretation of assessment results (Domains 2.1 and 2.3, 2.8).	Misinterpreted assessment results or did not identify key strengths or weaknesses (e.g. did not identify something as a weakness in interpretation when needed).	Accurately identified weaknesses based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues.	Accurately identified at least 1 strength and weakness based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues.	Accurately identified multiple strengths and weaknesses based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues.
D. Formulated several recommendations directly linked to assessment results and based in best practice (Domain 2.3 and 2.8).	In conjunction with team and family, identified at least 1 recommendation related to assessment results and based in best practice.	In conjunction with team and family, identified at least 2 recommendations related to assessment results and based in best practice.	In conjunction with team and family, identified at least 3 recommendations that were directly linked to assessment results and based in best practice.	In conjunction with team and family, identified at least 4 recommendations that were directly linked to the assessment results and based in best practice.
E. Report Writing	Multiple grammatical errors; overly technical language, and/or focused on weaknesses.	Language was jargon free and strength focused. Several grammatical errors.	Language was jargon free and strength focused. Few minor grammatical errors.	Language was jargon free and strength focused. Report flowed well.
Score = _____ (out of a possible 20 points)				

APPENDIX F

Sample Internship Agreement

Field Supervisor Confirmation of Understanding Internship Requirements

School Psychology Internship Agreement

This agreement establishes the relationship between California University of Pennsylvania (referred to as the “University”), an educational institution in the State System of Higher Education, Commonwealth of Pennsylvania and _____, referred to as the “Organization”). _____ [type name of **organization** and address here]

The University offers degree programs in a wide variety of disciplines, which are academically enhanced by practical experiences outside of the traditional classroom setting. For this agreement the Organization shall provide practical experience pursuant to the terms of this agreement and serve as an internship site offering facilities, resources, and supervision to students. Both parties agree to the following:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

1. The University will be responsible for internships that are conducted during a regular academic semester(s) or scheduled summer term(s). The Internship will be a minimum of 1200 hours and the University and the Organization agree to schedule the internship hours to mutually benefit all parties involved.
2. The University shall certify eligibility for students registering internships for academic credit. Approved students will have the appropriate educational background and skills consistent with the advertised internship and departmental requirements for participation.
3. The University determines the amount of academic credit to be earned through the internship and establishes all academic requirements that the student must meet to earn the credit. The University establishes a grading system and criteria to earn the grade upon completion of the internship.
4. The University will assign a faculty member to work collaboratively with the site supervisor in planning, monitoring, and evaluating the student’s performance during the internship. In this regard, the University supervisor will make a minimum of three site visits per internship duration to ensure Program goals are being met. The University will assume all costs associated with the faculty supervision of the intern.
5. The University, at the beginning of the internship term, will provide the Organization with all evaluation materials and the expected timeline for submission.
6. The University agrees to advise students of any known policies, procedures, and requirements of the internship as specified by the Organization. Moreover, the intern agrees to perform all internship duties in accordance with the legal, professional, and ethical standards of the profession. The intern also agrees to maintain daily logs of all activities and to complete all assignments in a timely fashion.
7. The University, at the beginning of the internship term, will inform the Organization of course requirements such as the intern’s attendance at meetings/seminars or activities that may take the intern away from the assignment.
8. The University may request termination of the internship placement for any student not complying with University guidelines and procedures for the internship program, as long as the Organization has been notified in advance.
9. The Organization understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth’s Tort Claims Self-Insurance program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/University-owned property, employees, and officials acting within the scope of their employment, and claims arising out of the University’s performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa.C.S.A §§8521, et seq

II. Duties and Responsibilities of the Organization

1. The Organization agrees to notify the University of all selection criteria and any requirements of the selection process including but not limited to background investigations, drug testing, health screenings, etc.
2. The Organization agrees to provide the intern with the wide range of experiences needed to gain initial competence as a school psychologist. Experiences will include, but not be limited to, psychoeducational assessment, the development of academic interventions, counseling, behavior management, consultation, administrative/professional functions, and research. The Organization will refer to the Internship Section of the Program Handbook for specific details of such activities.
3. The Organization agrees to provide opportunities to work with individuals of diverse characteristic, including racial, ethnic, socioeconomic, exceptional, gender-related and English-language learners.
4. The Organization determines the schedule that the intern will maintain on premises. The total scheduled hours will comply with standards established by the University.
5. The Organization, at the beginning of the internship, determines the amount of compensation, if any, received by the intern. The Organization will inform the University if interns will receive an hourly wage, stipend or will serve in a non-paid capacity.

6. The Organization agrees to provide suitable workspace and resources for the intern to complete the internship assignment. The Organization will also provide orientation, training, supervision and evaluation of the intern. In regard to supervision, the site supervisor must be a certified school psychologist with a minimum of five years of experience as a school psychologist. The site supervisor will provide a minimum of 4 hours per week of direct supervision and conduct formal written formative evaluations of intern performance at least once a month. The site supervisor will also meet with the university supervisor at least three times per internship to plan future experiences and to summatively evaluate intern progress.
7. The Organization shall provide all reasonable information requested by the University on a student's internship performance. Student logs will be verified by supervisor signature and student evaluations will be completed and returned according to any reasonable schedule agreed to by the University and the Organization.
8. The Organization agrees to make every possible accommodation to the University's request for a faculty site visit during the internship. The Organization also agrees to allow the intern to attend University-required internship meetings/seminars during the internship. This includes release time for the intern to work with university supervisors one day a week, every other week at the University Clinic.
9. Should the Organization become dissatisfied with the performance of a student, the Organization may request removal of the student.

III. Mutual Terms and Conditions

1. Either the University or the Organization may terminate this agreement with 90 days notice. Should the Organization wish to terminate the agreement prior to the completion of a semester/term, any student intern(s) will have the opportunity to complete their internship. In the event of a substantial breach, either party may terminate this agreement.
2. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regards to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.
3. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
4. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
5. Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or the University.
6. This Agreement represents the entire understanding between the parties. This Agreement shall only be modified in writing with the same formality as the original Agreement.

Term of Agreement

This agreement will be for the _____ school year from _____ through _____.

Compensation

Compensation for the intern, if provided by the Organization, will be in the amount of _____.

The authorized representatives of the parties and the intern have executed this Agreement as of the date indicated below.

<u>California University of Pennsylvania</u> _____ (University Authorized Signature) _____ (Print Name/Title)	_____ (type name of Organization here) _____ (Organization Authorized Signature) _____ (Print Name/Title)	<u>Intern</u> _____ (Intern Signature) _____ (Print Name)
---	--	---

EFFECTIVE DATE OF AGREEMENT (date of last signature): _____

Please sign and return to:
 School Psychology Program Coordinator, Box #65
 California University of PA
 250 University Avenue
 California, PA 15419.

CALIFORNIA UNIVERSITY OF PENNSYLVANIA
SCHOOL PSYCHOLOGY PROGRAM

Field Supervisor Confirmation of Understanding the Requirements and Duties of the Internship

I have read the Internship section of the School Psychology Program Handbook, understand the duties and requirements of serving as an intern supervisor and have had the opportunity to ask questions and to discuss the process with school psychology program faculty at California University of Pennsylvania.

Name

Date

FIELD SITE

*PLEASE RETURN THIS FORM ALONG WITH THE SIGNED INTERNSHIP CONTRACT TO THE SCHOOL PSYCHOLOGY PROGRAM COORDINATOR

APPENDIX G

Internship Forms

- *Instructions*
- *Internship Logs*
- *Monthly Summary Logs*

INSTRUCTION SHEET FOR INTERNSHIP FORMS

INTERNSHIP LOGS

NOTE: Keep school and clinic hours on separate daily activities logs and separate monthly summary form.

1. Put the date and time(s) of the internship experience in the first two columns of the log sheet. You will have to put the hours (in no less than quarter hour increments) in for each subdomain.
2. To complete the third column (General Competency Domain), refer to the Summary Log's headings under Competency Area and choose the most appropriate (e.g., Assessment Practices, Intervention, Problem Solving, etc.).
3. In the fourth column, put the initials, age, grade, gender, and diversity characteristic (racial, ethnic, socioeconomic, exceptional, gender-related or English language learner) of the client.
4. To complete the fifth column (Reason or Goal of Activity), refer to the listings under each of the general competency areas on the Summary Log (e.g., Intellectual, Academic, etc., under Assessment Practices).
5. In the sixth column, describe the activity thoroughly, including, for example, the reason for the referral (Learning Problem, Behavior) or the goal of the counseling session, teacher conference or MDT.
6. In the seventh column, carry over the actual hours, in quarter hour increments, from the second column, that was spent on each portion of the activity.

NOTE: Carry the hours from the previous log form to the top right corner of the new log sheet; keep the cumulative hours column added, complete the total hours for this log sheet, and total the hours on the Activity Log.

SUMMARY LOGS

On the Summary Log, enter the total hours (in quarter hours as necessary) in each category, and all the total hours for that period. Note the carried hours and the total cumulative hours. The number of hours on the Summary Log should equal the hours on the Activity Log.

NOTE: Obtain signatures and keep a copy for your portfolio.

EVALUATION FORMS – For Supervisors Only

The accurate completion of internship evaluation forms is critical to ensuring an appropriate internship experience for the intern as well as providing the Program with important data concerning effectiveness. Therefore, please complete the necessary forms in a timely and complete fashion. It is realized that it would not be feasible or practical to document every supervisory moment you spend with your intern, however, it is necessary to formally document representative samples of your supervision on a continuous basis to monitor progress and to aid in planning future experiences. Please be candid and comprehensive in reporting your supervision. Specifically state areas of weakness as well as strengths and include a brief description of your remedial suggestions for the intern.

Monthly Internship Summary Log
 School _____ Clinic _____

Month: _____

Intern Name: _____

Hours Carried: _____

Competency Area:

Total Time Allocation

Assessment Practices (Informal and Formal)

Intellectual	_____
Academic	_____
Social/Emotional	_____
Behavioral	_____
Other _____	_____

Interventions/Problem Solving

Counseling (Individual)	_____
Counseling (Group)	_____
Behavior Management	_____
Academic (e.g., IEP, ER)	_____
Other _____	_____

Professional School Psychology

Professional Development	_____
Community Based Activities	_____
School Based Activities (i.e., PTA)	_____
Research	_____
Emerging Technology	_____
Other _____	_____

Consultation

IST/Pre-referral	_____
Conferences (parent, teacher, student)	_____
MDT Meetings	_____
Case Reviews	_____
Report Writing	_____
Other _____	_____

Clients with Diverse Characteristics:

- Racial
- Ethnic
- Socioeconomic
- Exceptional
- Gender-related
- English Language Learner

Supervision Time Received

Other _____	_____
-------------	-------

Total Hours This Month _____

TOTAL CUMULATIVE HOURS _____

Intern _____ Date

Field/Site Supervisor _____ Date

University Supervisor

Date

APPENDIX H

Internship Evaluation Forms

- *Intern Formative Evaluation*
- *Intern Performance Assessment*
- *Portfolio Table of Contents and Assessment*
- *Portfolio Rubrics for Work Samples*
- *Diversity Project*
- *Rubrics for Work Samples*

School Psychology Program
Intern Performance Assessment

School Psychologist Intern

Internship Site

Site Supervisor

Date

Please circle one:

1st Evaluation/Sept: Evaluation by Field Supervisor Formative Evaluation by Faculty

2nd Evaluation/Dec/Jan: Evaluation by Field Supervisor Formative Evaluation by Faculty

3rd Evaluation/May/June: Evaluation by Field Supervisor Formative Evaluation by Faculty

Directions: Evaluations of intern performance are required three times per year. The first evaluation is an initial, base line assessment that is to be completed by the middle of September, when the faculty supervisor makes the first site visit. Skills and competencies in the internship that need to be addressed early in the internship will be discussed at that time.

The second evaluation includes an evaluation by the field supervisor that will be completed before the faculty supervisor makes the second visit in December or January. Plans to emphasize or improve specific areas of competency will be made at that time.

The final evaluation is completed by the field supervisor before the faculty supervisor makes the final internship visit in May or June. It is expected that the intern will be at least proficient in all areas of competency at that time.

The intern is to be evaluated on each item using the following rating system:

Rating	Description
1 = Novice	Rule bound, simplistic understanding, dependent on others, requires close supervision and a great deal of structure, skill acquisition required, needs substantial improvement.
2 = Advanced Beginner	Possesses basic skill or knowledge, emphasis is on mastery of technical aspects, identifies recurring situations, needs assistance setting priorities and examining relative importance of information, requires some degree of supervision on all tasks, needs some improvement.
3 = Competent	Possesses knowledge, skills, and dispositions that meet minimal training standards, able to see relationships and patterns, able to plan and think ahead, possesses a balance of skills and empathy, analyzes own skills, requires access to a supervisor for ongoing consultation.
4 = Proficient	Recognizes patterns and context, successfully works through complex cases, utilizes self-analysis, minimal to no reliance on guidelines, occasional peer supervision is sufficient.
5 = Expert	Recognizes patterns and context and is able to assist others in this regard, skillfully works through complex cases, virtually no reliance on guidelines, peer supervision is only necessary in extraordinarily complex cases.
N/O = No Opportunity	Not observed due to the nature of the site or requirements of the course.

Objective 1: NASP Domain 2.1 Data-Based Decision Making and Accountability

1. Is knowledgeable of various methods of assessment (e.g., norm-referenced, observation, interview, authentic, etc.).	1	2	3	4	5	N/O
2. Uses appropriate methods of assessment to identify/analyze problems and select evidence-based interventions.	1	2	3	4	5	N/O

3. Uses appropriate methods of assessment to evaluate intervention outcomes.	1	2	3	4	5	N/O
4. Selects appropriate test instruments to answer referral questions.	1	2	3	4	5	N/O
5. Effectively administers and scores assessment instruments.	1	2	3	4	5	N/O
6. Effectively interprets assessment findings.	1	2	3	4	5	N/O
7. Writes assessment results in a clear, accurate, and concise manner.	1	2	3	4	5	N/O
8. Test results are orally presented clearly and correctly.	1	2	3	4	5	N/O
9. Uses data to direct intervention.	1	2	3	4	5	N/O

Objective 2: NASP Domain 2.2 Consultation and Collaboration

1. Uses appropriate model of consultation (e.g., behavioral, mental health, etc.) to address the referral concern.	1	2	3	4	5	N/O
2. Effectively establishes working collaborative relationships.	1	2	3	4	5	N/O
3. Utilizes consultation strategies effectively (e.g., reframing, joining).	1	2	3	4	5	N/O
4. Demonstrates respect for the input of parents, teachers and others.	1	2	3	4	5	N/O
5. Assists families and school personnel in developing and implementing evidenced-based interventions.	1	2	3	4	5	N/O
6. Communicates clearly with diverse audiences (e.g. parents, teachers, administrators).	1	2	3	4	5	N/O

Objective 3: NASP Domain 2.3 Interventions and Instructional Support to Develop Academic Skills

1. Understands human cognitive and learning processes, as well as techniques to assess them.	1	2	3	4	5	N/O
2. Utilizes a problem-solving process when addressing academic concerns.	1	2	3	4	5	N/O
3. Uses formal and informal assessment techniques to evaluate the performance and progress of candidates.	1	2	3	4	5	N/O
4. Is knowledgeable of and selects evidence-based interventions that address cognitive/academic problems.	1	2	3	4	5	N/O
5. Is knowledgeable of and uses evidence-based progress monitoring procedures to evaluate intervention outcomes	1	2	3	4	5	N/O
6. Effectively evaluates intervention outcomes to inform instructional decision making.	1	2	3	4	5	N/O
7. Works effectively with individual and small groups to promote learning	1	2	3	4	5	N/O

Objective 4: NASP Domain 2.4 Interventions and Mental Health Services to Develop Social and Life Skills

1. Is knowledgeable of typical human development and psychopathology.	1	2	3	4	5	N/O
2. Effectively builds rapport with children and others.	1	2	3	4	5	N/O
3. Effectively conceptualizes cases and constructs treatment plans.	1	2	3	4	5	N/O
4. Is knowledgeable of and selects evidence-based procedures that address mental health referral concerns.	1	2	3	4	5	N/O
5 Effectively conducts individual counseling.	1	2	3	4	5	N/O
6. Effectively conducts group counseling/classroom interventions.	1	2	3	4	5	N/O
7. Maintains appropriate case documentation.	1	2	3	4	5	N/O
8. Develops appropriate affective/behavioral/social goals for candidates	1	2	3	4	5	N/O
9. Is knowledgeable of and selects evidenced-based interventions that address affective/behavioral/social problems.	1	2	3	4	5	N/O
10. Assists in the development of classroom behavior management plans.	1	2	3	4	5	N/O
11. Competently assisted with individual behavior plans as needed.	1	2	3	4	5	N/O

Objective 5: NASP Domain 2.5 School-Wide Practices to Promote Learning

1. Demonstrates knowledge of general education and special education procedures and services.	1	2	3	4	5	N/O
2. Understands this site is part of larger systems.	1	2	3	4	5	N/O
3. Effectively works with others to facilitate policies and procedures that positively impact children and others.	1	2	3	4	5	N/O
4. Assists in the development and/or implementation of system-wide practices that promote safe, healthy and nurturing environments for learning development.	1	2	3	4	5	N/O
5. Understands the role and function of the school psychologist.	1	2	3	4	5	N/O
6. Understands the role and function of other staff specialists.	1	2	3	4	5	N/O
7. Willingly goes above and beyond minimal requirements to contribute to program outcomes.	1	2	3	4	5	N/O

Objective 6: NASP Domain 2.6 Preventive and Responsive Services

1. Is knowledgeable of and/or effectively participates in prevention efforts.	1	2	3	4	5	N/O
2. Is knowledgeable of and/or effectively participates in crisis intervention procedures.	1	2	3	4	5	N/O
3. Collaborates appropriately with school personnel, candidates, families, and community in aftermath of crisis situation.	1	2	3	4	5	N/O
4. Assists schools and agencies to evaluate current prevention and crisis intervention policies and practices.	1	2	3	4	5	N/O
5. Intervened effectively with a candidate in crisis.	1	2	3	4	5	N/O
6. Effectively lead group sessions that promoted social skills.	1	2	3	4	5	N/O

Objective 7: NASP Domain 2.7 Family-School Collaboration Services

1. Demonstrates knowledge of family system and the influence of family on child development, behavior, and intervention.	1	2	3	4	5	N/O
2. Works effectively with families and those in the community to provide comprehensive services to children.	1	2	3	4	5	N/O
3. Effectively involves family members in the decision making process.	1	2	3	4	5	N/O
4. Communicates with and about families in a positive way that honors personal and cultural values and acknowledge family strengths, resources, and assets.	1	2	3	4	5	N/O
5. Develops rapport and communicates effectively with parents.	1	2	3	4	5	N/O

Objective 8: NASP Domain 2.8 Diversity in Development and Learning

1. Is knowledgeable of individual differences, abilities, and disabilities.	1	2	3	4	5	N/O
2. Is knowledgeable of the influences of biology, culture, ethnicity, experience, SES, gender-related, and linguistic factors on development and learning.	1	2	3	4	5	N/O
3. Is sensitive to and possesses the necessary skills to work with individuals with diverse characteristics.	1	2	3	4	5	N/O
4. Advocates for, and promotes family-sensitive practices that welcome candidates and families from diverse backgrounds.	1	2	3	4	5	N/O
5. Designs assessments and intervention strategies appropriate to each candidate's gender, culture, stage of development, learning style, exceptionality, strengths and needs.	1	2	3	4	5	N/O

6. Worked effectively with diverse candidates regardless of handicapping condition, ethnicity, or SES.	1	2	3	4	5	N/O
--	---	---	---	---	---	-----

Objective 9: NASP Domain 2.9 Research and Program Evaluation

1. Has a functional knowledge of research design, statistics, and program evaluation methods.	1	2	3	4	5	N/O
2. Effectively translates research into practice.	1	2	3	4	5	N/O
3. Sufficiently understands research design and statistics in order to conduct investigations and evaluate programs to improve services.	1	2	3	4	5	N/O
4. Evaluates psychometric properties of tests when selecting assessment methods.	1	2	3	4	5	N/O
5. Assists with research and program evaluation.	1	2	3	4	5	N/O

Objective 10: NASP Domain 2.10 Legal/Ethical Practice and Professional Development:

1. Is knowledgeable of and practices consistent with legal standards.	1	2	3	4	5	N/O
2. Is knowledgeable of and practices consistent with professional standards.	1	2	3	4	5	N/O
3. Is knowledgeable of and practices consistent with ethical standards.	1	2	3	4	5	N/O
4. Is involved in available professional development (e.g., continuing education opportunities, workshops, peer supervision, membership in professional organizations, etc.).	1	2	3	4	5	N/O

Dispositions (1 = Not Acceptable, 2 = Marginally Acceptable, 3 = Acceptable/Expected, 4 = Exceeds Expectations)

- Punctuality and attendance _____
- Professional appearance and demeanor, including speech _____
- Consistency, perseverance, and initiative _____
- Flexibility, adaptability to novel/unexpected situations _____
- General attitude and interest in performance _____
- Poise, tactfulness, and rapport with staff and others _____
- Preparation and organization _____
- Ability to handle professionally constructive criticism _____

Additional comments regarding strengths and/or areas in need of improvement (please feel free to write on the back):

Site Supervisor Signature **Date**

School Psychologist Intern Signature **Date**

University Supervisor Signature **Date**

California University of Pennsylvania
 School Psychology Program
 Portfolio Table of Contents and Assessment Form

School Psychologist Intern _____

Date _____

The intern is to be evaluated on each item using the following rating system:

1	2	3	4	5
Significantly Below Average	Below Average	Average	Above Average	Significantly Above Average

<i>Portfolio Item</i>	<i>Rating</i>	<i>Program Objective*</i>
I. Professional Résumé	1 2 3 4 5	10
II. Summary of Practicum Experiences	1 2 3 4 5	1-10
III. Authentic Work Samples 0-4 on coordinating rubric = 1 Significantly Below Average 5-8 on coordinating rubric = 2 Below Average 9-12 on coordinating rubric = 3 Average 13-16 on coordinating rubric = 4 Above Average 17-20 on coordinating rubric = 5 Significantly Above Average		-----
a. Psychological Reports (clinic) *use attached rubric as guide	1 2 3 4 5	1,2,7,10
b. Evaluation Reports (filed) *use attached rubric as guide	1 2 3 4 5	1,2,7,10
c. Academic Intervention Plan * use attached rubric as guide	1 2 3 4 5	1,2,3,4,5,8,9,10
d. Behavioral Plan * use attached rubric as guide	1 2 3 4 5	1,2,3,4,5,8,9,10
e. Counseling Treatment Plan & Progress Notes * use attached rubric as guide	1 2 3 4 5	1,2,4,5,8,9,10
IV. Professional School Psychology		-----
a. Conference Attendance	1 2 3 4 5	10
b. Professional Memberships	1 2 3 4 5	10
c. Multicultural Experiences/Diversity Project	1 2 3 4 5	1,8,6
V. Summary of Clinical Experiences-tallied	1 2 3 4 5	
VI. Summary of Internship Experiences-tallied, document hours in each area including 4 hours of direct supervision each week. Add a list of cases covering each requirement in the manual (names for the 25 evaluations, AIP's BIP's etc.)	1 2 3 4 5	1-10
VII. Supervisor Rating Forms		-----
a. Intern Performance Assessment Form (final rating- must not include the "Not Observed" category)	1 2 3 4 5	1-10
b. Intern Formative Evaluation Form	1 2 3 4 5	1-10
VIII. Research Project-written in past tense	1 2 3 4 5	9
IX. Supplemental Materials		-----
a. Transcripts	1 2 3 4 5	10
b. Clearances (Act 24, 34, 114 and 151)	1 2 3 4 5	10
c. Praxis Test Results (146 and below = 1/ PA passing score of 147 or better =5/NCSP)	1 2 3 4 5	1-10

* Note: Program Objectives align with the NASP Domains, such that Program Objective 1 aligns with NASP Domain 2.1: Data-Based Decision-Making and Accountability, etc.

OVERALL SCORE _____	Satisfactory _____	Unsatisfactory _____
----------------------------	---------------------------	-----------------------------

University/Faculty Supervisor Signature _____

Date _____

School Psychology Program

Portfolio Rubrics for Work Samples

(For NASP Assessments 5 and 6)

Counseling Case Rubric	1 point Insufficient	2 points Needs Improvement	3 points Effective	4 points Very Effective
A. Operational definition of presenting issue and baseline data (Domain 2.1)	Treatment plan did not identify, define, or frame a presenting issue in behavioral terms.	Treatment plan did one of the following (1) Identified presenting issue (2) operationally defined it (3) framed in behavioral and measurable terms.	Treatment plan did two of the following (1) Identified presenting issue (2) operationally defined it (3) framed in behavioral and measurable terms.	Treatment plan identified presenting issue, operationally defined it, and framed it in behavioral and measurable terms.
B. Identified Treatment Goals /Objectives (Domain 2.4)	Treatment plan did not identify any goals, objectives or desirable outcomes.	Treatment identified at least 1 long term goal or 1 short-term objective indicating a desirable outcome.	Treatment plan identified at least 1 long-term goal and 2 short-term objectives indicating a desirable outcome.	Treatment plan identified at least 1 long-term goal and 3 short-term objectives indicating a desirable outcome.
C. Evidenced-based Intervention (Domain 2.4)	Did not implement an intervention.	Implemented an evidence- based intervention for at least 1 of the short-term objectives on the treatment plan.	Implemented an evidence- based intervention for at least 2 of the short-term objectives on the treatment plan.	Implemented an evidence based intervention for 3 short- term objective indicated on the treatment plan.
D. Evaluated the effectiveness of the intervention (Domain 2.1, 2.4, 2.8)	Was unable to adequately evaluate the effectiveness of the intervention due to insufficient data.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via one valid outcome measure.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measures.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via all 3 outcome measures.
E. Treatment Plan and Progress Summary	Summary report included 1 of the 4 key components (e.g. presenting issue, goals/objectives, intervention description, progress)	Summary report included 2 of the 4 key components (e.g. presenting issue, goals/objectives, intervention description, progress)	Treatment plan included 3 of the 4 key components (e.g. presenting issue, goals/objectives, intervention description, progress)	Treatment plan/summary included presenting issues, goals/objectives, description of intervention, progress and analysis of the effectiveness of the intervention (e.g. graph)

Total Score=_____ (out of a possible 20 points)

Score on Item D to evaluate positive impact on student learning (NASP Assessment 6) =_____ (out of a possible 4 points)

Behavioral Assessment/ Intervention Rubric	1 point Insufficient	2 points Needs Improvement	3 points Effective	4 points Very Effective
A. Operational Definition of presenting issue (Domain 2.2)	Did not identify or define presenting issue.	Identified presenting issue but is not defined in behavioral or measurable terms and is not stated positively (e.g., interrupts others).	Identified presenting issue in measurable terms or stated as a positive behavior (e.g. improve reading).	Operationally defined the presenting issue in clear, measurable terms and in a positive manner (e.g. raise hand to speak).
B. Conducted Functional Behavioral Assessment (Domain 2.1, 2.7)	Did not conduct FBA.	Conducted a FBA via direct or indirect measures that evaluated either individual or environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA.	Conducted a FBA via direct or indirect measures that evaluated individual and environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA.	Conducted a thorough FBA via direct and indirect measures that evaluated individual and environmental variables. Developed a hypothesis regarding function of behavior that flowed from FBA.
C. Evidence-based Intervention (Domain 2.3, 2.4, 2.7, 2.8)	Did not implement an intervention.	Implemented an intervention that is not directly linked to FBA and does not have empirical support.	Implemented an intervention that is either directly linked to FBA or has empirical support.	Implemented an intervention that is both directly linked to FBA and has empirical support.
D. Evaluated the effectiveness of the intervention (Domain 2.1)	Was unable to adequately evaluate the effectiveness of the intervention due to insufficient data.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via one valid outcome measure.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measures.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via three outcome measures.
E. Summary Report	Summary report included 1 of the 4 key components.	Summary report included 2 of the 4 key components.	Summary report included 3 of the 4 key components.	Summary report included target behavior, results of FBA, description of intervention and analysis of the effectiveness of the intervention (e.g. graph).

Score= _____ (out of a possible 20 points)

Score on Item D to evaluate positive impact on student learning (NASP Assessment 6) = _____ (out of a possible 4 points)

RTI: Academic Intervention Case	1 point Insufficient	2 points Needs Improvement	3 points Effective	4 points Very Effective
A. Operational Definition of presenting issue (Domains 2.1, 2.3 and 2.7)	Did not identify or define a presenting issue related to academic functioning or instruction.	Identified presenting issue but is not defined in behavioral or measurable terms and is not stated positively (e.g. interrupt others)	Identified presenting issue defined either in measurable terms or stated as positive (e.g. improve reading).	Identified/operationally defined the presenting issue in clear, measurable and observable terms. Issue is stated as a positive (e.g. raise hand to speak).
B. Data Collection (Domains 2.1, 2.3 and 2.7).	Did not conduct any assessment.	Conducted an assessment via direct or indirect measures that evaluated either individual or environmental/curricular , instruction variables.	Conducted an assessment via direct or indirect measures that evaluated individual and environmental/curricular/instructional variables.	Conducted a thorough assessment via direct and indirect measures that evaluated individual and environmental/curricular/instructional variables (e.g. universal screening, strategic monitoring with CBM).
C. Evidence-based Intervention (Domains 2.3, 2.5 2.7).	Did not implement an intervention to address the academic/instructional needs of the student(s).	Implemented an intervention that is not directly linked to assessment findings and lacks empirical support.	Implemented an intervention that is either directly linked to assessment findings or has empirical support.	Implemented an intervention that is both directly linked to assessment findings and has empirical support.
D. Evaluated the effectiveness of the intervention (Domain 2.1).	Was unable to adequately evaluate the effectiveness of the intervention due to insufficient data.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via one valid outcome measure.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via two outcome measures.	Evaluated the effectiveness of the intervention and assessed individual student outcomes via three outcome measures.
E. Summary Report	Summary report included 1 of the 4 key components.	Summary report included 2 of the 4 key components.	Summary report included 3 of the 4 key components.	Summary report included target behavior, results of assessment, description of intervention and analysis of the effectiveness of the intervention.

Score = _____ (out of a possible 20 points)

Score on Item D to evaluate positive impact on student learning (NASP Assessment 6) = _____ (out of a possible 4 points)

Assessment Rubric	1 point Insufficient	2 points Needs Improvement	3 points Effective	4 points Very Effective
A. Selected comprehensive, culturally valid assessment tools that incorporate progress monitoring (Domains 2.1 and 2.8)	Incorporated only one culturally valid assessment measure assessing either individual or environmental variables.	Incorporated at least 2 culturally valid assessment measures assessing either individual or environmental variables.	Incorporated at least 2 culturally valid assessment measures assessing individual and environmental variables with progress monitoring.	Incorporated at least 3 culturally valid assessment measures assessing individual and environmental variables with progress monitoring.
B. Accurate scoring and computation of test data (Domain 2.1).	Errors noted.			No errors noted.
C. Accurate interpretation of assessment results (Domains 2.1 and 2.3, 2.8).	Misinterpreted assessment results or did not identify key strengths or weaknesses (e.g. did not identify something as a weakness in interpretation when needed).	Accurately identified weaknesses based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues.	Accurately identified at least 1 strength and weakness based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues.	Accurately identified multiple strengths and weaknesses based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues.
D. Formulated several recommendations directly linked to assessment results and based in best practice (Domain 2.3 and 2.8).	In conjunction with team and family, identified at least 1 recommendation related to assessment results and based in best practice.	In conjunction with team and family, identified at least 2 recommendations related to assessment results and based in best practice.	In conjunction with team and family, identified at least 3 recommendations that were directly linked to assessment results and based in best practice.	In conjunction with team and family, identified at least 4 recommendations that were directly linked to the assessment results and based in best practice.
E. Report Writing	Multiple grammatical errors; overly technical language, and/or focused on weaknesses.	Language was jargon free and strength focused. Several grammatical errors.	Language was jargon free and strength focused. Few minor grammatical errors.	Language was jargon free and strength focused. Report flowed well.
Score = _____ (out of a possible 20 points)				

Diversity Project

Diversity is recognizing that all students come from unique backgrounds. Cal U is committed to meeting the diverse learning and social needs of P-12 students and of our own educational candidates. Candidates' professional practices demonstrate the belief that diversity takes many forms and that all students can learn. Program candidates must hold high expectations when interacting with and supporting all students, regardless of their background.

Each intern must complete a Diversity Project during their internship for inclusion in their portfolio. This experience is designed to ensure that each intern has, at least, one comprehensive experience with a client outside the mainstream of American culture. In addition to this in-depth experience, candidates must also verify contact with individuals from the other categories of diversity on practicum and internship logs.

The parameters for an acceptable project are broad and the intern is encouraged to be creative in developing their project. However, the following two conditions must be met:

- 1) The project must focus on a client from one of the following categories of diversity: racial, ethnic, English language learner (ELL), gender, exceptionality or, socio-economic status
- 2) The experience should be no less than 10 direct contact hours.

The format for the paper is as follows:

- 1) At least 10 pages in length
- 2) The paper should include
 - a) An introduction addressing the importance of considering diversity issues (e.g., the impact of different value systems on assessment and intervention planning) in general, as well as, some basic information about your clients value system and how it differs from mainstream American society;
 - b) A synopsis of what you have done (e.g., who, what , where, results, positive impact); and
 - c) Your reactions/insights about the experience

Examples of acceptable projects are:

- 1) counseling a student of diversity;
- 2) tutoring a student of diversity with academic difficulties;
- 3) surveying students of diversity within a school district to investigate their feelings/concerns about their educational experience;
- 4) developing and presenting an in-service program on diversity for district personnel;
- 5) working with the English Language Learner Administrator in your school district; and
- 6) working in a private school (e.g., Cornell Abraxas in Pittsburgh) with a high diversity population in areas such career counseling or social skills development

Documentation of contact hours with clients from each of the categories of diversity must also be verified on practicum and internship logs. These include: racial, ethnic, English language learner (ELL), gender, exceptionality or, socio-economic status.