Psychology Department
Cal Poly Humboldt

School Psychology Program

STUDENT HANDBOOK 2024

Statement of Nondiscrimination

As enrolled students at Cal-Poly Humboldt, credential candidates are protected under federal and state constitutions, statutes, and/or regulations which prohibit discrimination on the basis of race, color, religion, national origin, gender, marital status, pregnancy, age, disability, disabled veteran's status, or Vietnam-era veteran's status. In addition, Cal Poly Humboldt students are protected under California State University policies, which prohibit discrimination on the basis of all of the above plus sexual orientation. Legal rights and responsibilities of Cal Poly Humboldt students are described in the current edition of the Cal Poly Humboldt Catalog.

Cal-Poly Humboldt
Department of Psychology
Master's Degree and Credential Program in School Psychology

I_____ acknowledge receipt of the School Psychology Program Handbook and am aware of the policies stated therein.

_____   _____
            Student Signature   Date

Contents

Cal-Poly Humboldt
Department of Psychology
Master's Degree Program in School Psychology

Introduction and Program History

The School Psychology Program at Cal-Poly Humboldt has been an approved graduate program within the Department of Psychology for over the past 50 years. The program is designed and administered by Psychology Department faculty utilizing guidelines set forth by the California Commission on Teacher Credentialing (CTCC). The current program is an 85-semester unit sequence consisting of coursework, field experience and research training that requires a minimum of three years to complete. The first two years combine coursework and supervised fieldwork, while the third year consists of a supervised internship. At Cal Poly Humboldt, the internship occurs only after all other course requirements have been completed. Applicants must have completed a baccalaureate degree prior to beginning the program. Applicants must also submit evidence of having taken certain prerequisite courses prior to admission. Occasionally, students are conditionally admitted with no more than one program prerequisite outstanding. Every prerequisite must be completed prior to beginning the second semester in the program.

The program combines a master's degree in Psychology (M.A.) with a credential authorizing service in California as a school psychologist. The program is accredited by the California Commission on Teacher Credentialing (CCTC) and parallels the National Association of School Psychologist training standards (2020). Upon graduation, candidates interested in pursuing national certification (NCSP) must pass the national licensing exam and individually submit their application materials directly to the National School Psychology Certification System via the National Association of School Psychologists (NASP).

Program Philosophy and Statement of Purpose

Our training program is grounded in the belief that development is the goal of education. School psychologists play a vital role in assisting schools to maximize the educational and personal development of their pupils. School psychologists apply psychological knowledge and professional skills to improve educational and behavioral outcomes for each child and for all children and youth. At Cal-Poly Humboldt, we believe that a primary goal for school psychology is the prevention of school failure for all children. We believe that school psychologists can be of enormous assistance in the design of developmentally appropriate school programs for children from California's diverse socioeconomic, cultural, and linguistic backgrounds; for children with

and without disabilities; and for those whose behavior or social-emotional skill impedes their own learning or the learning of others. Our primary goal as a training program is to produce professionals who can apply psychological principles and empirical knowledge regarding children and school environments in a preventative, proactive, responsive and helpful manner. Through the skilled application of their knowledge, Cal Poly Humboldt trained school psychologists work with children, parents, teachers and other school professionals to identify, clarify and resolve difficulties regarding the educational and mental health needs of children. Using academic knowledge and professional skills, school psychologists help solve problems through both direct work with children, and indirectly by assisting others to gain knowledge, skills and insight that can result in a more successful public-school experience for all children.

The general objectives of the training program progress along two lines: 1) the development of a sound theoretical and empirical knowledge base about the typical and atypical development of children; and 2) the skilled application of this knowledge within the dynamic context of public education in an effort to maximize success and prevent school failure. Through coursework and supervised fieldwork, graduate students develop skills in data collection, problem analysis, consultation, counseling, intervention design and implementation, psychoeducational assessment, instructional and mental health intervention, program development and evaluation, research, and other forms of direct and indirect intervention.

Faculty members recognize that knowledge in all domains related to the practice of school psychology is growing and evolving at a rapid pace. Expanding knowledge about child development, developmental psychopathology, curriculum and instruction, biomedical research, new methods and tools for conducting culturally sensitive assessment and developing empirically sound interventions, and the evolving political and legal framework for public education require continual professional development and renewal. An important result of sound pre-service training is the recognition of the need to continue to learn new information and skills and solve problems that were not encountered in formal training. Cal Poly Humboldt trained school psychologists are able to plan for their continuing professional development by identifying areas where additional training is needed and assimilating new information regarding best practices in the legal and ethical practice of professional school psychology within the public school system.

Recent Program Developments (2017 – 2024)

With the hiring of a full-time tenure track program director in fall 2017, Cal Poly Humboldt's school psychology program has worked to implement a training model that is consistent with CTCC standards (2020) and NASP's Standards for Training and Field Placement Programs in School Psychology (2020) while addressing the unique needs of our students and local community.

Recent program developments include:

- Revival of a Test Library in the Behavior & Social Sciences Building to support student training and practicum needs. The Test Library serves as a dedicated study and resource center for school psychology students. The library includes a refrigerator, microwave, and food-storage area and it is staffed a minimum of ten hours per week by a school psychology student funded through the graduate work study program. Through a $10,000 award from the University's Loyalty Grant, the Test Library now houses an

adequate number of published, norm referenced standardized instruments to measure cognitive, academic, and social-emotional and behavior functioning. Grant monies were also used to purchase two desk-top computers, laser-printer, and electronic scoring platforms.

- Creation of the SDRC Psychoeducational Evaluation Clinic. The Clinic began formal operation in fall of 2018, as it was embedded in course requirements for PSYC 651 Diagnosis and Intervention for School Psychologists 1: Cognitive and Academic Development and PSYC 652 Diagnosis and Assessment of Social Emotional Difficulties. The Clinic began serving as students' initial practicum placement during the spring 2020 semester. While working in the clinic, school psychology students complete comprehensive psychoeducational evaluations for Cal-Poly Humboldt students in need of formal accommodations on campus. All students' activities are supervised in "real-time" by faculty and students are responsible for: completing the data-gathering intake interview; administering and scoring assessments in the cognitive, academic, social-emotional/behavioral, and visual-motor domains; interpreting and composing a comprehensive psychoeducational evaluation report with recommendations for the client, and verbally delivering feedback of assessment results and recommendations to the client. The SDRC Psycho Education Evaluation Clinic was in operation from 2018-2020.

- Creation of the Graduate School Psychology Club. The Graduate School Psychology Club was recognized as a formal club by the University's Clubs and Activities Office in spring 2018. Since that time, the club has served as a medium to support new students' transition to graduate training and the primary mechanism for raising money to support students' professional development costs. The club has cumulatively raised over $12, 000 to support student travel to NASP's Annual Conferences since 2019.

- Revision of year-two and year-three portfolio defense procedures. Students defend their professional portfolio at the end of year two and the end of year three as the capstone experiences to earning their internship and professional credentials, respectively. As part of the year-two and year-three defense preparation, students complete Portfolio Proposal Templates and attend group meetings to better learn about the product submission and defense processes. Academic and Behavioral impact analyses products are required for defenses. A format for the impact analyses is provided and sample portfolio products and impact analyses are included in the Practicum & Internship Student handbook. Year-three portfolio defenses are open to the public and all students are encouraged to attend.

- Approval by the CSU Chancellor and Division of Academic and Student Affairs (1/4/2022) to elevate the existing School Psychology concentration within the Master of Arts in Psychology to a stand-alone Master of Arts degree program in School Psychology.

- Acquisition of 20 iPads and support materials to train students in the electronic administration of selected standardized norm referenced instruments (2024). This training supplements the traditional training modality of paper and pencil administration.

- In partnership with the Northern Humboldt Unified High School District (NHUHSD), the school psychology program has been awarded over $2,000,000 via the School Based

Mental Health and School Based Mental Health Demonstration Grants sponsored by the United States Department of Education. The purpose of each grant is to increase the number of mental health service providers in high-need school districts. The grants provide students with stipends to minimize tuition costs and funds for local and national professional development opportunities. Grants funds will be available 2023 through 2028 and all student awards are competitive.

- In partnership with the Del Norte School District, the social work and school psychology program have been awarded a total of $840,707 via the School Based Mental Health Demonstration Grant sponsored by the United States Department of Education. The purpose of this grant is to increase the number of mental health service providers in the Del Norte School District. The grants will provide students with stipends to minimize tuition costs and funds for local and national professional development opportunities. Grant funds will be available 2024-2027.

The courses and field-based experiences that make up the program are shown on subsequent pages. **Additional changes in course sequencing and content should be anticipated. If** changes are implemented during a student's time in the program, they will be scheduled and implemented to create as smooth a transition as possible. If a course is discontinued, the content from that course will be blended into a new or existing course. Under no circumstances will a change in program content or sequence affect a student's normative time to degree, as long as a student remains in residence. Please maintain close contact with program faculty and the program director. In particular, make sure to inform the program director regarding any planned or unplanned life events that necessitate a change in your academic plans, and an extension of the time needed to complete your degree and credential.

Much of our program is sequenced, and deviations from the academic schedule must be planned carefully. Field experiences in school and community settings are a critically important and integrating aspect of the program. Courses and seminars are sequenced to enhance and integrate the field experience with classroom learning.

School Psychology Program Curriculum Committee

The School Psychology Program Curriculum Committee is responsible for all aspects of the school psychology program. This committee is an official committee of the Department of Psychology, and has delegated jurisdiction for program and curriculum planning, developing admission standards and recommending students for admission, recommending continued matriculation of admitted students, approving and coordinating field experiences, and recommending candidates to the California Commission on Teacher Credentialing for the issuance of a credential. Students should know that they are evaluated by the committee at the end of each semester re: their progress in the program. From these evaluations, it is determined whether they 1) continue in the program toward successful graduation and eligibility for credential, 2) continue in the program to receive a master's degree without eligibility for credential, or 3) are dismissed from the program. The committee is chaired by the program director, who is responsible for coordinating the work of the committee. The Program Director also serves as the official advisor to all students in the program. The chair of the student's portfolio project committee and the student's university and field supervisors serve as additional academic and professional advisors. Following all California, University, College, and Departmental policies and regulations regarding graduate education, the faculty members of this committee make all decisions regarding curriculum, faculty, fieldwork, and assessment of

student progress. Meetings are held monthly, at a time that is arranged each semester. This committee routinely and regularly discusses program direction and development, fieldwork, program needs, curriculum design, student progress, student concerns, student grievances and appeals.

The school psychology committee is composed of the following faculty members:

Francis J. DeMatteo, Ed.D., NCSP Faculty and Program Director
Lisa Miller, LEP Faculty
Claire Ajina, LEP Faculty
Elwira Salata, LEP Faculty

A close relationship is cultivated between faculty and students. Students are encouraged to provide feedback regarding all curricula and policy decisions and may recommend policy to the committee via the Graduate School Psychology Club. Students do not participate in any discussion regarding the progress or program of fellow students.

Admissions Policy

1. All applicants must have an undergraduate degree in psychology or a related discipline (i.e., child development, education, social work) from a regionally accredited college or university AND satisfy the prerequisite course requirements (see below). Satisfying the prerequisite course requirements in-and-of themselves does NOT supplant the requirement for a relevant undergraduate degree. Applicants must also have an overall undergraduate grade point average of at least 3.0 on a 4.0 scale.

2. Graduate Record Exam (GRE) scores for the General exam are **not** required for admission into the program.

3. Demonstration of Basic Skills Requirement: According to a budget trailer bill, SB 153 (Ch. 38, Statutes of 2024), candidates are allowed to use their bachelor's degree from a regionally accredited institution of higher education as demonstration of the basic skills requirement. Candidates are **no longer** required to complete the California Basic Educational Skills Test (CBEST).

4. Applicants must submit a statement of intent outlining their motivation and goals for graduate study. This statement should specify how an applicant's prior education and work experience relate to the profession of school psychology. In addition, this statement should include a discussion of the areas of personal, academic and professional strength or competence that the applicant believes he/she will bring to the program, as well as those areas of weaknesses that the applicant would like to improve while in graduate school.

5. Applicants must submit two current letters of recommendation. Letters should be obtained from individuals who can address academic, as well as personal and professional competence and potential.

Coursework Prerequisites: General Psychology, Research Methods, Introductory Statistics, Psychological Tests and Measurements, Developmental Psychology, and Personality Theory or

Abnormal Psychology. Coursework prerequisites should be completed prior to beginning the program. No student may begin the program with <u>more than 1 prerequisite outstanding.</u>

Required Application Materials: (sent to University Admissions)
1. California State University application form (online).
2. Official transcripts of all college work.
3. Resume (current address & phone number on first page).
4. Statement of Intent
5. Two current letters of recommendation.

Criminal Background Check

According to California Education Code; Title 2; Division 3; Part 25; Chapter 4-; Article 2-Employment Certificated Employees, "no person who has been convicted of a violent or serious felony should be hired by a school district in a position requiring certification qualifications." Furthermore, "when the Department of Justice ascertains that an individual who is an applicant for employment by a school district has been convicted of a violent or serious felony, or for purposes of implementing the prohibitions set forth in Section 44836, any sex offense, as defined in Section 44010, or any controlled substance offense, as defined in Section 44011, the department shall notify the school district of the criminal information pertaining to the applicant." Candidates are advised that offenses such as, but not limited to, Underage Drinking, Driving Under the Influence, Assault, and Drug Possession and Use and may affect certification.
As there is no interagency sharing of fingerprint clearances, students are required to update their fingerprint clearances when beginning the school psychology program even though they may already have a certificate stating, "good until X date."

IT IS POSSIBLE THAT PAST LEGAL INFRACTIONS MAY PREVENT CERTIFICATION OR, LATER ON, EMPLOYMENT AS A SCHOOL PSYCHOLOGIST IN CALIFORNIA.

Program Outline

Sample Course Sequence for M.A. IN PSYCHOLOGY WITH AN ADVANCED SPECIALIZATION IN SCHOOL PSYCHOLOGY

YEAR ONE
FIRST SEMESTER

PSYC	Units	Course Title
605	(3)	Psychological Foundations for School Psychology
616	(3)	Cognitive Assessment I
641	(3)	Research Methods: Philosophy & Design
654	(3)	Interviewing & Counseling Techniques
692	(1)	School Psychology Portfolio Project (Introduction)
	(13)	Total Units/semester

SECOND SEMESTER

PSYC	Units	Course Title
606	(2)	Educational Foundations/School Psychology
617	(3)	Cognitive Assessment II
651	(3)	Diagnosis & Intervention/School Psych I. Cognitive & Academic Development
669	(3)	Legal & Ethical Foundations/School Psychology**
518	(3)	Advanced Developmental Psychopathology
	(14)	Total Units/semester

* 1 unit of practica = 3 clock hours per week in fieldwork (180 contact hours/semester)
**Rotates

YEAR TWO
THIRD SEMESTER

PSYC	Units	Course Title
676	(3)	Multicultural Counseling**
607	(2)	Theories/Methods of Consultation & Collaboration
652	(3)	Diagnosis & Assessment of Social & Emotional Difficulties
659	(3)	Mental Health in K-12 Schools
783	(6)	School Psychology Practicum*
	(17)	Total Units/semester

* 1 unit of practica = 3 clock hours per week in fieldwork (180 contact hours/semester)

**Rotates
FOURTH SEMESTER

PSYC	Units	Course Title
608	(2)	Advanced Assessment/Case Presentation
655	(3)	Social, Emotional & Behavioral Assessment
669	(3)	School Psychology Law & Ethics**
692	(3)	School Psychology Portfolio Project-Defense 1
783	(6)	School Psychology Practicum*
	(17)	Total Units/semester

* 1 unit of practica = 3 clock hours per week in fieldwork (180 contact hours/semester)
**Rotates

YEAR THREE
FIFTH SEMESTER

PSYC	Units	Course Title
784	(12)	School Psychology Internship***
	(12)	Total Units/semester

SIXTH SEMESTER

PSYC	Units	Course Title
692	(3)	School Psychology Portfolio Project-Final Defense
693	(0)	Masters in School Psychology: Comprehensive Exam
784	(12)	School Psychology Internship***
	(15)	Total Units/semester

*** Students should enroll in this course during each semester of their internship experience- 12 units for 2 consecutive semesters. The entire internship must encompass a minimum of 1200 hours of work experience and must be completed during a traditional academic year (August-June).

Course Descriptions

518. Advanced Developmental Psychopathology. (3 units) Advanced coverage of psychological problems in children and adolescents with particular focus on evidence-based practices. Contemporary research on assessment, treatment, prevention, and intervention are key areas of exploration.

605. Psychological Foundations for School Psychology. (3 units) Comprehensive study of school psychological services and practices in elementary/secondary schools. A public health framework is presented. Topics include a history of psychology in the schools, theories of prevention, developmental psychopathology, models of assessment and data-based decision making, psychological approaches to intervention.

606. Educational Foundations for School Psychology. (2 units) Orientation to public schooling, and the practice of school psychology in California elementary and secondary schools. Focus on understanding roles of the school psychologist, school environments, needs of students from diverse ethnic, linguistic and cultural backgrounds, roles of other professionals in the schools, working with parents and data-based decision making.

607. Theories and Methods of Consultation & Collaboration. (2 units). Small group seminar to assist first year graduate students to acquire professional skills related to the practice of school psychology. Emphasis on consultation, collaboration and indirect service delivery in schools, prevention of psychological difficulties.

608. Advanced Diagnosis/Case Presentation. (2 units) Small group seminar to assist second year students to acquire professional skills related to the practice of school psychology.

Emphasis on integrating assessment data from multiple perspectives, low incidence disabilities, assessment of students with limited proficiency in English, supervision, and integration of scientific knowledge into one's professional practice.

616. Cognitive Assessment I. (3 units) Theories, methods and techniques for understanding and assessing cognitive development and intelligence. Supervised practice in test administration, scoring and interpretation.

617. Cognitive Assessment II. (3 units) Continuation of PSYC 616. Study of major theories and methods of cognitive and neuropsychological assessment. Supervised practice in test administration, scoring, and interpretation and integration of findings in reports and presentations.

641. Research Methods: Philosophy and Design. (3 units) Epistemological foundations of research methods applicable to various areas of psychology: experimental, clinical/counseling and school psychology. Attention to practical problems of research, including design, sampling and control.

651. Diagnosis and Intervention with Children for the School Psychologist I - Cognitive and Academic Difficulties. (3 units) An introduction to theoretical and professional issues involved in the evaluation and treatment of children who are experiencing difficulty in school. Analysis of current assessment practices, development of professional skills in conducting diagnostic evaluations of children, and development of intervention programs for children experiencing academic difficulties, particularly in the area of reading.

652. Diagnosis and Treatment of Children for the School Psychologist II - Social, Emotional and Behavioral Development. (3 units) A continuation of Psychology 651 with an emphasis on social, emotional, or behavioral problems.

654. Interviewing and Counseling Techniques. (3 units) Introduction to interviewing and counseling processes and techniques. Supervised practice of basic skills, including video and audio taping with instructor feedback sessions. Emphasis on applications in school and community counseling settings and on research findings regarding counseling effectiveness.

655. Social, Emotional & Behavioral Assessment, Analysis & Intervention. (3 units) Evaluation of social-emotional and behavioral competence in children. Techniques, empirical findings and ethical considerations in using empirical tools and behavior analysis for intervention planning regarding child behavior and school environments.

659. Mental Health Interventions/Child. Theories and methods for development of mental health interventions for children in school settings. Primary prevention, collaboration with social service agencies, state and federal legal mandates, mental health financing.

669. Legal Issues in Pupil Personnel Services. (3 units) Comprehensive focus on laws pertaining to special and regular education, district procedures for compliance, parent/child rights, child neglect and abuse reporting, confidentiality and their impact on school policy, climate, the student, family and community.

676. Cross Cultural Counseling. (3 units) Research regarding diversity within minority communities as well as their modal characteristics. Theoretical approaches and professional skills designed to make mental health interventions more congruent with minority clients.

690. Thesis. (4-6 units) Guided investigation of research problems of a psychological nature, culminating in a formal report written in compliance with standards established by Cal Poly Humboldt. (May be repeated up to a total of 12 units) [This is an optional course, taken by only those School Psychology students who choose to complete a formal thesis in addition to the required School Psychology Portfolio Project.]

692. School Psychology Portfolio Project. (1-3 units) Each candidate for the school psychology credential will construct a portfolio consisting of work products representative of both coursework and fieldwork across all California and NASP domains of practice. Must be repeated a minimum of 3 times for a total of 7 units. Formative evaluation during the 2nd and 4th semesters in residence. Final summative evaluation of the performance portfolio, which includes an oral defense before a committee of 2 to 3 approved members occurs in the 6th semester, prior to the awarding of the M.A. degree and the California School Psychology Credential.

693. Masters in School Psychology: Comprehensive Exam. (0 units) At the time of oral defense of their School Psychology Portfolio Project, students will respond to a total of 10 questions from their portfolio committee in the following domains. One question will be specific to each domain. 1) Psychological Foundations; 2) Educational Foundations; 3) Legal, Ethical and Professional Foundations; 4) Data Based Decision Making and Accountability: Assessment/Intervention/Evaluation of Cognitive and Academic Skills; 5) Data Based Decision Making and Accountability: Assessment and Intervention for Socialization, Emotional, Behavioral, and Life Skills; 6) Consultation and Collaboration; 7) Mental Health; 8) Human Diversity in Development and Learning; 9) Family, School, and Community Collaboration; 10) Research and Technology.

783. School Psychology Practica. Comprehensive field experience in School Psychology. Placement in a local school setting with accompanying supervision by school and university staff. Attention to prevention, assessment, and indirect and direct treatment of pre-school, school-aged (K-8, 9-12) and post-secondary aged pupils. May involve part-time placement in community or agency setting. (Total 12 units)

784 School Psychology Internship. (12 units- 5th & 6th semesters) Final culminating experience prior to obtaining a California Credential in Pupil Personnel Services with authorization as a School Psychologist. Designed to meet State of California requirements for supervised experience in School Psychology. Supervision by CAL- POLY Humboldt faculty and district employed school psychologists. (Total 24 units)

Course Substitutions and Waivers: Undergraduate Coursework

If a student wishes to substitute a course taken at another university for a required course in the program, they must complete the "School Psychology Program Petition to Substitute a Course" form. This request should be discussed with the Program Director, who will consult as necessary with the instructor currently teaching the course. Courses from the undergraduate career are eligible for graduate credit when the following conditions must be met:

a) The course/s must be completed during the last semester of the undergraduate career.

b) The course/s are subject to the 7-year limit.

c) The course/s must be upper division (300- or 400-level) or graduate level.

d) The course/s must not have been used to satisfy undergraduate degree requirements (course requirements, unit minimums, etc.).

e) No more than 9 semester units of courses can be moved from the undergraduate career to the graduate career and count as T.E.P. units (transfer, Extended Ed, post-bac).

f) Students must submit a Petition for Graduate Credit in order to use undergraduate career course/s on their master's course list.

The final approval for all substitutions or waivers must come from the School Psychology Program Committee, whose decision shall be final.

Course Substitutions and Waivers:
Graduate Coursework

To ensure training competency and portfolio product development, substitutions, transfers, and waivers are not accepted for the following coursework requirements.

PSYC 616 Cognitive Assessment-1
PSYC 607 Consultation & Collaboration
PSYC 652 Diagnosis-2 Social-emotional
PSYC 608 Advanced Assessment
PSYC 669 Legal & Ethical
PSYC 693 Comprehensive Exam
PSYC 784 Internship

PSYC 617 Cog Assessment-2
PSYC 651 Diagnosis-1 Cog/Aca
PSYC 659 Mental Health in Schools
PSYC 655 Behavior Assessment
PSYC 692 Portfolio
PSYC 783 Practicum

Dual Enrollment

School psychology students wishing to pursue concurrent enrollment in other Cal Poly Humboldt graduate programs must share their intent with the Program Director prior to registering for courses. School psychology non-majors pursuing enrollment in a school psychology specific course must share their status with the course instructor who will then notify the Program Director and Program Curriculum Committee for determination of registration permission.

Courses specific to the school psychology program are as follows.

PSYC 605 Psych Foundations
PSYC 606 Ed Foundations
PSYC 617 Cog Assessment-2
PSYC 669 Legal & Ethical
PSYC 607 Consultation
PSYC 659 Mental Health
PSYC 655 Behavior Assessment

PSYC 616 Cognitive Assessment-1
PSYC 692 Portfolio
PSYC 651 Diagnosis-1 Cog/Aca
PSYC 783 Practicum
PSYC 652 Diagnosis-2 Social-emotional
PSYC 608 Advanced Assessment
PSYC 693 Comprehensive Exam

PSYC 784 Internship

BCBA Program
School psychology students and non-majors interested in pursuing BCBA certification must complete the following courses **before** enrolling in PSYC 655.

> PSYC 622 Advanced Learning & Behavior Analysis
> PSYC 667 Ethics & Professionalism in Behavior Analysis
> PSYC 665 Single Case Research Design

Policy on Grades, Incompletes, & Classroom Performance Ratings

According to California Title 5 requirements as implemented by the Office for Research and Graduate Studies at Cal Poly Humboldt., students must maintain a minimum 3.0 grade point average in all courses taken as a graduate student. Any student with a cumulative G.P.A. below 3.0 will be placed on probation by the University. Two consecutive semesters on academic probation will result in automatic dismissal from the University. See the Graduate Program handbook for details of academic probation and disqualification.

The School Psychology Program requires that ALL PROGRAM COURSES MUST BE PASSED WITH A GRADE OF "B-" OR HIGHER. If a student earns a grade of "C+" or lower in any required course, this will result in placement on probation by the program. The student must repeat the course and earn a minimum grade of "B-". Depending on whether or not the course that must be repeated is linked to fieldwork, the student may be removed from fieldwork, resulting in a substantial delay in completing the program. If a student receives a second grade of "C+" or lower in any required course, this will result in dismissal from the program.

Students who receive an Incomplete (I) grade in a course should complete the course requirements as soon as possible. Students with more than one outstanding incomplete on their records will not be eligible to enroll in fieldwork and may be ineligible to enroll in program seminars or other required coursework.

In addition to satisfying course grade requirements, all first- and second-year students must maintain an overall average rating of 3 (Good: Meets Expectations) each semester on their Student Performance Ratings (Appendix H). Student Performance Ratings are completed by each of the students' instructors by semester and confidentially submitted to the Program Director. Students with an overall semester rating below 3 will be subject to a formal conference with the program director and faculty and potential development of a Corrective Action Plan.

Test Library Policy

The Test Library (BSS 411) houses assessment equipment necessary for students to complete course requirements in PSYC 608 Advanced Assessment/Case Presentation; PSYC 616 Cognitive Assessment-1; PSYC 617 Cognitive Assessment-2; PSYC 651 Diagnosis & Intervention-1; and PSYC 652 Diagnosis & Intervention-2. Assessment equipment is limited, costly, and protected by copyright and confidentiality laws.

Students will check out materials necessary to complete course requirements at the test library during posted hours. Students are responsible for returning materials in their original condition in a timely manner. Lost or damaged equipment is the financial responsibility of the student. All students complete an **Agreement for Test Use** (Appendix G) at the start of their first semester in the program.

PSYC 783 Practicum: Students may use test library materials to complete course assignments while completing their practicum experience. Students do not use test library materials for practicum experiences that are outside of concurring course assignments. The practicum site must provide the necessary materials for assessment purposes.

PSYC 784 School Psychology Internship: Students do not use test library materials while completing their internship experience. The internship site must provide the necessary materials for assessment purposes.

Policy on Assessment Reports

Students will be provided with the Cal Poly Humboldt School Psychology Template for Psychological Assessment Reports during relevant coursework, which has been developed and updated over the past years by many faculty members involved. Students are expected to follow the template when completing course requirements. Although students will be exposed to different types of report writing through fieldwork, the faculty believe that it is important that students internalize the standard format the program's training is based on while in graduate school.

Generative artificial intelligence (AI) programs, such as ChatGPT, may not be used for any psycho-educational reports for assessment and portfolio related courses (PSYCH 608, 616, 617, 651, 652, & 692). The use of generative AI programs defeats the writing requirements, critical thinking, and data analysis skills that are vital to achieving our learning outcomes. Submission of partial or complete work from generative AI programs is not permitted. It will result in: 1) the development of a Corrective Action Plan, and 2) be treated as plagiarism as defined in Cal Poly Humboldt's Student Academic Honesty Procedure<https://policy.humboldt.edu/academic-integrity-and-honesty-policy>

Computer Access Policy

Access to advanced information technology is critical to student success at Cal-Poly Humboldt. Although the school psychology program does not require that students own their own computer, faculty do make assignments with the assumption that all students have ***regular*** access to a computer. Students can access computer labs in many locations across campus, including two computer labs located within the Behavioral and Social Sciences building (416 and 320 BSS). BSS 416 is a 25-station computer lab that is reserved for Psychology students, and has department purchased software installed. Students also utilize computers in the Test Library (BSS 411) to access confidential scoring programs. Wireless internet access is available in all campus buildings and classrooms and in most outdoor areas as well.
Students may purchase computers at discounted prices through the Cal Poly Humboldt Bookstore Technology Center.

Electronic-Mail Policy

All registered students are provided with a university email account. Cal Poly Humboldt email accounts are the official recognized accounts for email communication between students and the University. **All Cal Poly Humboldt school psychology students are responsible for checking their Cal Poly Humboldt email account for official communications on a regular basis.** While students may elect to redirect messages sent to their official Cal Poly Humboldt email address to another address, those who redirect their email to another address do so at their own risk.

Social Media Conduct Policy

School psychology students are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these standards extend beyond one's professional roles, including conduct in public settings and forums. Given the pervasive use of social media, it is important to be sensitive to these standards when engaged in online behavior.

Posting on a social networking site (e.g., Facebook, Instagram), a professional networking site (e.g., LinkedIn), a publicly viewed narrative (e.g., blogging), or even sending an email should be done with awareness of the limited privacy associated with these media. It is recommended that students assume that nothing is private when using social networking and remember that once posted on the Internet, comments, pictures, opinions and other communication can easily become public and, in some cases, are permanently accessible. Care should be taken when posting, as clients, other students, faculty, and potential employers can be exposed to such content through searching, forwarding, "tagging," or simply by word-of-mouth. This is true even when accounts are set to "private."

Some forms of unprofessional online behavior would include posting inappropriate pictures, making insensitive or disrespectful comments about specific others (e.g., clients, other students, faculty, supervisors, etc.) and/or groups of others (e.g., those from a different culture, religion, etc.). In the event that a student engages in unprofessional conduct online, the conduct will be first addressed verbally by the Program Director. More persistent or serious violations will result in development of a Corrective Action Plan.

Ethical and Professional Responsibilities

The practice of professional psychology requires practitioners to maintain agreed upon ethical and professional standards for practice at all times. These standards include published professional practice and ethical principles of the American Psychological Association, the National Association of School Psychologists, the California Association of School Psychologists, and the Committee for the Protection of Human Subjects in Research at Cal-Poly Humboldt.

As such, students are expected to behave in a manner that displays the highest regard for human dignity. Students are also expected to demonstrate personal qualities that are required for *psychologists (e.g., ability to listen empathetically and accurately, ability to engage effectively with a wide diversity of clients in evaluation and/or consultation settings, ability to work in an effective manner with other research, medical, legal, educational, and mental health*

professionals, willingness to seek-out supervision and follow directions). This professional behavior is expected both in the classroom and other relevant professional settings (e.g., when conducting research; and while completing practicum and internship responsibilities). Evaluation of professional conduct includes observations from faculty and formal written evaluations by practicum and internship supervisors. Any student found lacking in professional conduct may be placed on a Corrective Action Plan. Failure to meet the goals in the Corrective Action Plan may result in disciplinary actions that include a change in academic status.

Grievance and Appeals Procedures

In the event that there is an objection to, or an appeal of a decision by an individual faculty member or committee, there are recognized informal and formal avenues for appeal that are identified in the Cal Poly Humboldt Catalogue. For school psychology students, the School Psychology program has an internal mechanism for problem resolution, which is separate from University procedures. Students are always encouraged to deal directly with faculty and supervisors whenever a problem arises regarding a course or field placement. The Program Director is the next line of appeal. For general or curricular concerns, individual students or cohorts are encouraged to bring problems or suggestions to the attention of the School Psychology Program Committee. In the case of a formal appeal of a faculty member or program administrator's decision, the matter may be brought back to the School Psychology Program Committee. This committee has jurisdiction over all areas of possible student concern that are specific or particular to school psychology students. When concerns are not successfully resolved at the committee level, students may appeal to the Department Chair and/or College Dean. If problems are not successfully resolved to the satisfaction of the student, the assistance of the University Ombudsperson may be sought. It should be noted that issues involving the issuance of a credential are outside the scope of the Cal Poly Humboldt student grievance procedure. For all matters concerning the issuance of a School Psychologist credential, the School Psychology Program Committee has final jurisdiction and authority.

Graduation Requirements

The University Registrar, the Division of Academic Programs and Undergraduate/Graduate Studies, and the Department of Psychology develop rules, regulations and procedures for graduate programs. As a student in a degree program within the Psychology Department, all rules and regulations regarding academic life that apply to graduate study at this university apply to students in school psychology. Please refer to your Handbook for Graduate Students for important information regarding University regulations for issues such as advancement to candidacy, academic leaves, time to degree and graduation. The Handbook may be accessed online at: http://www.humboldt.edu/gradprograms/handbook

School Psychology Credential Requirements

In addition to fulfilling University requirements for a degree, students must complete a series of steps specified by the State of California in order to be eligible for a California credential authorizing service as a School Psychologist. All credential candidates are required to obtain a Certificate of Clearance prior to their first semester of field placement. This process is initiated immediately upon notification of admission to the program. This helps to assure that students

will have their Certificate of Clearance when they start their first semester of fieldwork during the spring semester of the first year.

Each student *may* purchase professional liability insurance prior to beginning fieldwork. Applications for insurance at special graduate student rates are available through NASP membership and will be provided during the first semester in the program. Each student ***must*** purchase professional liability insurance prior to beginning his or her internship.

After successfully defending their Initial Portfolio Project during the fourth semester in the program, school psychology students complete the application for the School Psychology Internship Credential. The actual application is sent to the Commission electronically after a student is offered employment as an intern, and the University and the district or county office enter into an internship agreement. This credential is a temporary and time limited credential, which allows the student to work as an intern school psychologist in a specific district or other educational agency. Upon successful completion of all courses, practica, satisfactory progress on their portfolio/project, and upon obtaining an internship, the student is recommended to the California Commission on Teacher Credentialing for an internship credential.

Prior to the end of the internship, school psychology students complete the application for the Pupil Personnel Services Credential, (School Psychologist Authorization). Upon successful completion of the internship and the Final Portfolio project, the student is recommended to the California Commission on Teacher Credentialing for a Pupil Personnel Services Credential with authorization as a school psychologist.

Confidential Student Files

Student files contain the official and confidential record of each student's progress in graduate school. Students will not have access to other student's files and will have access to their own file only in the presence of a Psychology Department staff member.
Contents — Each student file will contain:

A. Personal information
   Current address, phone number, e-mail address

B. Background Information
   CSU Application
   Prior Transcripts
   Statement of Intent
   Letters of recommendation

C. Credential Materials
   Successful CBEST verification form
   Certificate of Clearance
   Proof of liability insurance
   Credential Applications
   NCSP Exam Score report(s)
   Program completion, practica and internship verification forms

D. University records
   Semester Grade Reports

All official University, Department and Program correspondence
Proposal and thesis/project approval forms
Application for Candidacy forms
Program Variation or Waiver forms
Transcript

E. <u>Fieldwork Records</u>
Practica placement assignments
Practica Experience and Evaluation Form
Internship Agreement/Contract
Internship Experience and Evaluation Form

<u>Access to an Individual's File</u> — The following people will have access to student files:

Student
Program Director
Graduate and Department Coordinators
Faculty of the School Psychology Program Committee
California Commission on Teacher Credentialing Approval and Accreditation Team members

<u>Disposition</u> — Files will be kept for a minimum of five years following graduation or separation from the program.

Supervised Field Experience

Supervised fieldwork is an integral part of the training program. It is during fieldwork that students have the opportunity to apply scientific and professional skills that they are learning in coursework, and to learn specific professional skills that are best learned in an applied setting. During every fieldwork experience or placement within the public-school setting, students will have two supervisors.

- <u>Field Based Supervisor</u> is employed by the school or agency providing the placement and has direct and immediate responsibility for all activities engaged in by the student.
- <u>University Supervisor</u> is employed by Cal-Poly Humboldt, and is responsible for evaluating each student's performance, making sure that all students have the opportunity to fulfill course and university requirements for field experience and serving as an additional professional mentor.

Practica

Practica is fieldwork that is conducted prior to internship. In the Cal-Poly Humboldt program, students begin practica assignments during their third semester in residence. Practica experiences are carefully sequenced to correspond to coursework during each semester in the program. For this reason, it is important that students remain "in sequence", and not take core program courses without a practicum placement or enroll in practicum without taking appropriate classes. Only in exceptional cases will students be allowed to have a practicum placement if they are not also concurrently enrolled in corresponding program seminars and courses. <u>Note that students must earn a B- or better in all required coursework during semester 1 and semester 2 to begin their practicum experience in the third semester.</u>

Third Semester- Public School Setting (270 hrs per semester/18 hrs per week/6 units)
Students focus on developing beginning data collection and intervention skills and learn to function within the school community. Second year students also begin informal consultation with teachers and other school professionals. Students are expected to demonstrate skills in prevention and early intervention activities with both individual students and groups of pupils. Students assist their supervisors in conducting assessments of pupils who are experiencing difficulty in school, focusing primarily on pupils who are having academic difficulties. With proper site supervision, students may conduct individual and small group interventions for students experiencing emotional and behavioral difficulties. Students acquire specific experience with children who struggle with reading and early learning. Students are expected to follow all appropriate legal and ethical guidelines, learn the roles of other professionals within the school, and acquire knowledge of age and grade level expectations for children through extensive classroom observations.

Fourth Semester-Public School Setting (270 hrs per semester/18 hrs per week/6 units)
Students are expected to have increasing responsibility and independence. Students focus on learning advanced consultation and assessment skills and learn to develop interventions appropriate for children experiencing difficulty in school, in terms of developmental, cognitive, behavioral or academic concerns. Students learn to collect and interpret data regarding children's school behavior and develop behavior intervention plans for mild as well as more challenging behavior problems. Individual and group counseling is expected. Presentations at Student Study Teams, IEP meetings, or other forums are conducted routinely. Students gain experience communicating in writing in the form of intervention plans, psychoeducational reports, and other written products appropriate for parents and professionals. Conducting complete assessments with situations of increasing complexity (e.g., type of disorder, multifaceted problems, children who are English Language Learners) is encouraged and students are expected to focus on appropriate and empirically supported interventions for academic skills and social, emotional and behavioral health.

The Program Director makes all practica assignments in the public-school setting. In collaboration with school district, county office of education, agency personnel, and each individual graduate student, placements are chosen to assure that each student has the opportunity to experience the full range of school psychological activities, while allowing for some specialization in terms of age level or type of placement. Students do not arrange practica placements on their own. Students must keep their University Supervisor and the Program Director advised of any conflicts and/or difficulties during in their practica assignments. Placement sites and supervisors rely heavily on graduate students to deliver comprehensive services, and placements are not usually changed within a semester unless there are irreconcilable schedule or assignment conflicts. Students wishing to change their location or their Field-Based supervisor during a semester must obtain the permission of their supervisors and the Program Director. Placements are routinely changed between semesters to allow each student an appropriately diverse practica experience.

Careful documentation of practica hours and regular evaluation of fieldwork by the Site and University Supervisors are essential. The Practica Placements-Mid-Semester Evaluation and Final Evaluation forms were developed to facilitate this process. Site and University Supervisors will review student progress on an ongoing basis and will formally evaluate student experience and progress toward the end of each semester that a student is enrolled in practica.

Taskstream Documents Relevant to Practica

There are four documents that students will submit to appropriate personnel according to timelines suggested below. Specifics are as follows.

1. **Fieldwork-Practica Agreement:** Students will complete this document in consultation with their Field-Based supervisor. Once it is completed, students will submit it to their university supervisor. The submission should occur within a few weeks after fieldwork starts.

2. **Practica Setting Documentation and Description:** Students complete this document and submit it to their university supervisor at least one week prior to it being uploaded to TaskStream by 10/31 and 2/15.

3. **Practica-Mid-Semester Evaluation:** Students complete the necessary information in the form (e.g., names, hours) and then submit it to their university supervisor prior to a scheduled mid-semester evaluation meeting. The university supervisor will complete the evaluation form in consultation with the Field-Based supervisor.

4. **Practice-Final Evaluation:** Students submit the form to their Field-Based supervisor prior to a scheduled final evaluation meeting at the conclusion of the semester. Students and their Field-Based supervisor discuss the items and the Field-Based supervisor completes the form.

The Role of the Field-Based supervisor for School Psychology Practicum Placements
The role of the Field-Based supervisor is that of the primary and immediate supervisor for the graduate student. The Field-Based supervisor has direct responsibility for the work and conduct of the student. All reports or other written material must be co-signed by the Field-Based supervisor, who is legally responsible for all work products produced by the graduate student. The Field-Based supervisor assigns all duties to the student including work with individual pupils, work with groups of children, consultation with individual teachers and school wide projects. The Field-Based supervisor assists the graduate student in planning his/her workload while in the school or district. This includes collaborating with the student regarding assignments from Cal-Poly Humboldt courses, reviewing student progress and professional development, and assessing the outcomes for work produced by the student. The Field-Based supervisor also serves as the primary professional role model for the student, modeling the wide array of skills and roles integral to the work of a school psychologist.

Field-Based Supervisor Responsibilities:

1. Meet with the graduate student at the start of the semester to establish goals for the student and to discuss the experiences planned for the semester. The Cal-Poly Humboldt practicum contract is also completed and signed at this first meeting with the student and university supervisor. During the middle of the semester, the Field-Based supervisor meets with the University Supervisor and student to complete an initial evaluation of the student's progress (using the Practica Placements-Mid-Semester Evaluation form) and to identify areas of particular strength or areas needing remediation. A final meeting with the student, Field-Based supervisor, and University Supervisor occurs near the end of the semester. During the final meeting, the Practica Placements-Final Evaluation form is completed while discussing the student's professional progress and development and identifying skill areas on which the student should work to improve during the following semester. If appropriate, this meeting will

also serve as an opportunity to conduct a summative evaluation of a student's readiness for internship and develop a tentative plan for internship experiences and skills necessary to earn a credential as a school psychologist. Additional meetings may be scheduled as needed.

2. Meet with each student weekly for approximately one hour. These meetings may occur individually or with other practicum students assigned to the site. It is expected that as students' progress in their training, or whenever a student requests, these meetings will be held individually.

3. Review and approve the practicum student's hourly log on a monthly basis at minimum. The monthly log includes the Individual Daily Log and the Summary Log Coversheet.

4. Notify the University Supervisor of any unprofessional or unethical behaviors while at the practicum site. This includes maintaining regular attendance, meeting agreed upon deadlines, being receptive to feedback from the Field-Based supervisor, and demonstrating appropriate social interactions with children, parents, teachers, administration, staff.

University Supervisor Responsibilities
The University Supervisor serves as an additional mentor for graduate students and is the liaison between the University and practica experiences. The University Supervisor must be certain that students have an appropriately diversified experience at the site and are assigned duties suitable for her /his level of training and experience. The University Supervisor ascertains that students participate in activities representing a broad range of skills from the Practica Placements-Final Evaluation form. The University Supervisor may assist students with process issues that arise in their field experience, may assist in negotiating issues of difficulty that may develop, and may assist by locating additional reference material. If a student is experiencing difficulty, the University Supervisor will work with the Field-Based supervisor to establish areas needing remediation and develop a suitable plan for remediation. The University Supervisor, using program developed guidelines and with input from the Field-Based supervisor, assigns a letter grade for each student's participation in practica.

It is expected that the University Supervisor will:
1. Have 2 meetings (virtual or in person) with the graduate student and the Field-Based supervisor during the semester. The first meeting will be held during the middle of the semester. The purpose of this meeting is to complete an initial evaluation of the student's progress and to identify areas of particular strength or areas needing remediation. The second meeting is held near the end of the semester and is designed to complete the Practica Experience and Evaluation Form, review activities completed, professional progress and development, and identify skill areas on which to work during the following semester. At the end of the fourth semester of practica, this meeting will also serve as an opportunity to conduct a summative evaluation of a student's readiness for internship and develop a tentative plan for internship experiences and skills necessary to earn a credential as a school psychologist. Additional meetings may be scheduled as needed.

2. Meet weekly for 1 hour at minimum with students in a group and/or individual format. It is expected that students actively participate in group discussions and respectively interact with peers. Additional individual meetings may be scheduled as needed.

3. Review and approve the practicum student's hourly log on a monthly basis at minimum. The monthly log includes the Individual Daily Log and the Summary Log Coversheet.

4. In consultation with the Program Director and Field-Based supervisor, develop a Corrective Action Plan to address deficiencies in the practicum student's performance, if necessary.

Practicum Student Responsibilities

1. The practicum student is at all times responsible for adhering to the administrative policies, rules, standards, schedules, and practices of the practicum placement site.

2. The practicum student is responsible for maintaining daily hourly logs of their experience and sharing these logs with their Field Based and University supervisors according to schedule.

3. In consultation with the Field-Based supervisor at the start of the semester, the practicum student is responsible for developing and maintaining a consistent schedule of attendance at the practicum site.

4. The practicum student is responsible for notifying the Field-Based supervisor ahead of time of any absence from the practicum site, including attendance at University based supervision meetings.

5. The practicum student is responsible for conducting themselves in a manner consistent with the ethical principles and professional behaviors described in The Professional Standards of the National Association of School Psychologists (2020). This includes maintaining regular attendance, meeting agreed upon deadlines, being receptive to feedback from Field-Based and University supervisors, and demonstrating appropriate social interactions with children, parents, teachers, administration, staff.

6. The practicum student is responsible for coordinating with their Field Based Supervisor the completion of products for their Mini-Portfolio

7. At the start of the semester, the practicum student is responsible for sharing with the Field- Based supervisor any specific course assignments that are to be completed while at the practicum site.

8. The practicum student is responsible for regular attendance and active participation at University supervision sessions.

9. The practicum student is responsible for actively seeking out University supervision if complications arise.

Failure to sufficiently meet these responsibilities will result in the development of a Corrective Action Plan and possible change in the practicum student's academic status.

Evaluation of Supervised Practicum Experience in School Psychology
Students receive a letter grade for their performance while on practicum. The grade is assigned by the student's University supervisor, in collaboration with the Field-based supervisor. The forum for determining a grade for internship include professional observations by the Field-

based and University supervisor and the mid-semester and end of semester evaluation meetings held between the student and their University and Field-based supervisors.

Internship

As the final step in the program, students complete a 1200-hour field-based internship in a school setting. Prior to beginning an internship, a student must complete all course requirements as outlined by the Department and Program described in this Handbook. These requirements normally include 58 semester units of graduate coursework, two semesters of supervised practica, and satisfactory completion of their Taskstream Second Year Portfolio Project. The final responsibility for completing all program requirements prior to beginning an internship remains with each graduate student. No student will be allowed to begin an internship until all requirements have in fact been completed, and the program has recommended the student for the Pupil Personnel Services School Psychology Internship Credential, issued by the California Commission on Teacher Credentialing. The Program Director approves all internship sites before students verbally commit to a site after an interview. Should a student be dismissed from their internship site, a thorough review of their continuation in the school psychology program will be conducted and a Corrective Action Plan and/or recommendation for disqualification may result.

Internship Acquisition Process

In collaboration with the Program Director, students begin to search for an internship during the spring semester of their second year. Excluding unforeseen circumstances, all students should successfully acquire an internship before the final day of the spring semester. Failure to meet this requirement will significantly delay the student's ability to begin the field-based internship at the start of the fall semester.

It is recommended that students adhere to the following process when searching for an internship.

1. Students explore potential internship opportunities.

2. Students develop their interview/application materials
   -Cover letter, resume/CV, Letters of Reference, Interview portfolio

3. Students notify the Program Director of internship sites in which they plan to apply.

4. Students complete internship interviews.
   -A minimum of 2 interviews is recommended to aid in decision making
   -Students share internship supervision requirements information
   -Students share the internship contract that needs to be completed by October
   -Students DO NOT verbally accept an internship at the time of interview

5. Students notify the Program Director of the internship he/she is interested in pursuing after obtaining an offer.
   -Students provide the Program Director with contact information of their immediate supervisor.

6. The Program Director will contact the internship site to validate the credentials of the supervisor and ensure that the site has the basic resources to support a school psychology intern.

7. The Program Director will facilitate the official Learning Site Agreement between the University and internship site, if required.

8. Upon Program Director approval, students verbally commit to internship site, communicate internship site and supervision information to graduate support in the Department of Psychology main office, and begin the onboarding process.

9. Students complete the Internship Agreement with the assistance of the Field-Based supervisor or administrator. This Agreement, which is due to the University Internship Field-Based supervisor in October, assures that all standards for completing the internship are in place prior to the intern's employment in the district or county office. Interns are expected to participate in the delivery of the full range of school psychological services, to receive regular and close supervision, and to continue their professional development. Interns augment or expand existing services and do not displace certificated employees in participating districts.

Note: Students are not permitted to complete their internship at a site that 1) was not approved by the Program Director, and/or 2) is not eligible for a Learning Site Agreement with University administration.

The program requires that students work at least 1200 hours (approximately 150 days) in an internship. Students are required to complete 24 units of PSYC 784-School Psychology Internship (Fall & Spring semesters), 3 units of PSYC 692 Portfolio, and 0 units of PSYC 693 School Psychology Comprehensive Exam (Spring semester).

Supervision
All interns are assigned a Field-Based supervisor and a University Supervisor during both semesters of the internship experience. The role of the Field-Based supervisor is that of the primary and immediate supervisor for the intern. The Field-Based supervisor has direct responsibility for the work and conduct of the student. All reports or other written material must be co-signed by the Field-Based supervisor, who is legally responsible for all work products produced by the intern. The Field-Based supervisor assigns all duties to the student including work with individual pupils, work with groups of children, consultation with individual teachers and school wide projects. The Field-Based supervisor assists the intern in planning his/her workload while in the school or district. This includes collaborating with the intern regarding portfolio products, reviewing student progress and professional development, and assessing the outcomes for work produced by the intern. The Field-Based supervisor also serves as the primary professional role model for the student, modeling the wide array of skills and roles integral to the work of a school psychologist.

During the internship, students are in regular contact with their University Supervisor. The contact will include regular phone calls, electronic communication (e-mail, Zoom, and CANVAS sessions). University Supervisors are assigned to no more than 9 interns during any one academic year. Students also consult with other Psychology faculty, maintain a University computer and e-mail account, and may access the Cal-Poly Humboldt Library.

Field-Based Supervision

The intern's Field-Based Supervisor must be a credentialed School Psychologist who is employed as a School Psychologist in the local educational agency. The Field-Based Supervisor has worked as a credentialed school psychologist for a **minimum of three** school years and has **worked more than one year in his/her current position.** Field-based supervisors may supervise no more than **2 interns** concurrently. Interns must meet with their Field-based supervisor for supervision for a minimum of **two hours** per week. Throughout the internship, Field Based and University Supervisors communicate on a regular basis regarding the intern's progress. The Field based and University Supervisors and the student complete the <u>Midsemester Intern Evaluation</u> and evaluate the intern's progress using the <u>Internship Experience and Evaluation Form</u> near the conclusion of each semester.

<u>Field-Based Supervisor Responsibilities</u>
1. Meet with the intern a minimum of 2 hours per week to provide individual supervision.

2. In consultation with University supervisor, complete the Midsemester Intern Evaluation and the Internship Experience and Evaluation Form.

3. Orientate the intern to the school setting and acquaint the intern with school policy and operations.

4. Help to create a reasonable work environment that is supportive of the intern, given his or her developmental level.

5. Ensure access to adequate supplies, materials, secretarial services, and office space consistent with district school psychologists.

6. Ensure adequate time for the intern to complete assignments during regular work hours, recognizing the relationship between the intern's efficiency and level of professional development.

7. Review and approve the intern's hourly log on a monthly basis at minimum. The monthly log includes the Individual Daily Log and the Summary Log Coversheet.

8. Notify the University Supervisor of any unprofessional or unethical behaviors while at the internship site. This includes irregular attendance, failure to meet agreed upon deadlines, and poor social interactions with children, parents, teachers, administration, staff.

<u>University Based Supervisor Responsibilities</u>
1. Collaborate with the Field Based Supervisor in completing the Midsemester Intern Evaluation and the Internship Experience and Evaluation Form.

2. Maintain on-going communication with the Field Based Supervisor to problem solve potential difficulties and assist in the Field Based Supervisor's understanding of the goals of the internship experience.

3. Provide a minimum of 2 hours of supervision monthly (30 minutes weekly) utilizing group and/or individual formats.

4. Provide guidance and support for the Intern's development of the Portfolio Proposal Template during the fall semester.

5. Distribute and collect required paperwork for Advancement to Candidacy and Graduation during the fall semester.

6. Review and approve the intern's hourly log on a monthly basis at minimum. The monthly log includes the Individual Daily Log and the Summary Log Coversheet.

7. In consultation with the Program Director and Field-Based supervisor, develop a Corrective Action Plan to address deficiencies in the intern's performance, if necessary.

Intern Responsibilities
1. It is understood that the intern will be assigned to the same schedule and calendar time as any other school psychology staff employed by the school district and like these regularly employed psychological services personnel, will demonstrate a commitment to the provision of psychological services. Such services may not necessarily be reflected in hourly schedules.

2. Continued professional development is recognized as a significant aspect of the internship. It is anticipated that the intern will participate in appropriate university, regional, statewide, and/or national meetings for school psychologists.

3. The student intern is at all times responsible for adhering to the administrative policies, rules, standards, schedules, and practices of the internship placement site.

4. The student intern is responsible for maintaining daily hourly logs of their experience and sharing these logs with their Field Based and University supervisors according to schedule.

5. The student intern is responsible for notifying the Site-Based supervisor ahead of time of any absence from the internship site, including attendance at University based supervision meetings.

6. The student intern is responsible for conducting themselves in a manner consistent with The Professional Standards of the National Association of School Psychologists (2020). This includes maintaining regular attendance, meeting agreed upon deadlines, being receptive to feedback from Field-Based and University supervisors, and demonstrating appropriate social interactions with children, parents, teachers, administration, staff.

7. The student intern is responsible for coordinating the completion of their Professional Portfolio Products with their Field Based Supervisor.

8. The intern is responsible for regular attendance and active participation at University supervision sessions.

9. The intern is responsible for actively seeking out University supervision if complications arise during the internship experience.

10. The intern is responsible for formally notifying the Field Based supervisor and University supervisor of the anticipated day of internship completion (1200 hours) at least 30 days in advance.

11. The student intern may or may not choose to continue working at the internship site for the remainder of the academic year following completion of the 1200-hour requirement. Any arrangement as such is outside the University requirements and occurs solely between the student intern and internship site. Discussions between the intern and Field Based supervisor about this topic are encouraged to occur earlier, rather than later during the internship experience.

Failure to sufficiently meet these responsibilities will result in the development of a Corrective Action Plan and possible change in the intern's academic status.

Taskstream Documents Relevant to Internship
There are three documents that students will submit to appropriate personnel according to timelines suggested below. Specifics are as follows.

1. **Internship Agreement:** Students will complete this document in consultation with their Field-Based supervisor and obtain all necessary signatures. Students will upload this document to their TaskStream account by October 1st.

2. **Internship-Mid-Semester Evaluation:** Students will fill in necessary information in the form (e.g., names, hours) and then submit it to their university supervisor prior to a scheduled mid-semester evaluation meeting. The university supervisor will complete the evaluation form in consultation with the Field-Based supervisor.

3. **Internship-Final Evaluation:** Students will submit the form to their Field-Based supervisor prior to a scheduled final evaluation meeting at the conclusion of the semester. Students and their Field-Based supervisor will discuss the items and the Field-Based supervisor will complete the form.

Evaluation of Supervised Internship Experience in School Psychology
Students receive a letter grade for their performance while on Internship. The grade is assigned by the student's university supervisor, in collaboration with the Field-based supervisor. The forum for determining a grade for internship include professional observations by the Field-based and University supervisor and the mid-semester and end of semester evaluation meetings held between the student and their University and Field-based supervisors.

Research

The ability to critically evaluate as well as to collect, analyze and report research findings is a critical skill that is embedded within all courses and training experiences. Faculty at Cal Poly Humboldt adhere to the scientist-practitioner model of training in school psychology. The training standard in the area of research for the California Credential authorizing practice as a school psychologist reads as follows: "Candidates know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications" (CCTC, 2020). The NASP Standard for training in the area of research and program evaluation is quite similar: "School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and

program evaluation methods sufficient for understanding research and interpreting data in applied settings" (NASP, 2020). Along with all other graduate students in the Psychology Department, students complete a research design and methods course in their first semester designed to train students to understand and conduct research, engage in program evaluation, and develop specific expertise within at least one area of research related to the practice of school psychology. Students engage in thoughtful inquiry throughout their field experience, using data to evaluate individual student progress, evaluate the effectiveness of an intervention program, and generally assist school personnel and parents to understand and use the data available to them to improve and monitor the educational experience provided for children.

School Psychology Portfolio Project

California state law requires that all students enrolled in a graduate degree program complete a thesis, a project, or a comprehensive examination as part of their degree requirements. Each candidate for the M.A. degree with a specialization in school psychology is required to complete Mini-Portfolio Project immediately prior to beginning the internship experience and a Final Portfolio Project for his or her M.A. culminating experience at the conclusion of the internship experience. The portfolio represents the presentation of students' education, training and development as a specialist-level professional school psychologist. The Cal-Poly Humboldt School Psychology Student Portfolio is designed to assist each graduate student to demonstrate evidence of sufficient experience and competence as a beginning school psychologist. The portfolio includes sections for describing and documenting education and training, as well as examples of work products, reflection papers, and evaluations of all aspects of training as a professional school psychologist. Opportunities to demonstrate competence will come from courses as well as practica and internship experiences. The rigor of the Mini-Portfolio Project and the Final Portfolio Project should be akin to a traditional Master's level thesis. Portfolios are maintained electronically using the portfolio management tool *Taskstream.* Each student portfolio must demonstrate abilities that exemplify the goals for training established by the Cal-Poly Humboldt program. All standards for professional training contained in the California Commission on Teacher Credentialing Standards of Program Quality and Effectiveness (CCTC, 2020), and the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology (NASP, 2020) are embedded within program courses and field-based experiences. The portfolio serves the following three distinct purposes in the Cal-Poly Humboldt training program:

1. **Mini-Portfolio Project (Formative Student Evaluation)**
   First, the portfolio is used for formative evaluation for each graduate student. As a formative tool, it must be able to document the changes in knowledge and professional expertise or understanding that take place during training. It is expected that initial work products will reflect less than perfect knowledge, understanding and skill. It is expected that beginning students will produce work that is less well developed than more advanced students and interns. Faculty, supervisors and professional colleagues able to review an individual's work over time will evaluate changes in quality or sophistication of professional work. Graduate students will also describe changes in their development, as they reflect on the increased understanding or skill that produce changes in the quality of their professional work over time.

   In the 1st semester, each student will begin work on her/his portfolio project. A Cal-Poly Humboldt faculty member will serve as a mentor and advisor regarding each student's

professional portfolio development. Guidance and feedback regarding the quality of each student's portfolio will be provided. It is the advisor's responsibility to make certain that each student develops a plan for completing work of sufficient quality and breadth during each semester of graduate training. Students will enroll in 1 unit of Psychology 692 (Portfolio Project) during their 1st semester in the program, respectively. Students will also enroll in 6 units of Psychology 783 (Practica) during their 3rd and 4th semesters in the program, providing a field-based experience in the practice of school psychology that will offer an opportunity to learn all skills presented during formal coursework. All Mini-Portfolio products must be submitted to TaskStream one month in advance of the scheduled defense date and students must notify the faculty on their committee via email at the time of submission. Each student's Mini-Portfolio committee consists of two members of whom must be current program faculty. Students must submit 12 portfolio products, with each product satisfying a maximum of 3 domains of practice. Two of these products must include an impact analysis. One impact analysis must describe an academic intervention and the other describe a behavioral intervention.

Following successful completion of all program courses, 540 hours of practica, a Taskstream Practice Portfolio, and a successful oral defense of the Mini-Portfolio, a student will be recommended for an internship credential issued by the California Commission on Teacher Credentialing, as described above. This defense will be a total of 30 minutes- 15 minutes of student presentation, 10 minutes of questions from the committee, and 5 minutes for deliberation and student notification of the outcome of his/her oral defense. All students must physically attend the oral defense of their Practice Portfolio Project. This defense is scheduled by faculty and occurs during finals week in the student's fourth semester. Students who are unsuccessful defending their practice portfolio will receive an "Incomplete" grade for PSYC 692 and be required to complete remediation assignments related to their portfolio products. The "Incomplete" grade will be changed with the registrar upon satisfactory completion of the remediation assignments and recommendation for the internship credential via the CTC will occur.

2. **Final Portfolio Project (Summative Student Evaluation)**
   During the internship, each student completes their Final Portfolio Project containing work products produced during the internship that demonstrate professional competence in each of the Cal-Poly Humboldt defined Domains of School Psychological Knowledge and Practice. These products are considered by the intern to be examples of their best work in each domain area. All Final -Portfolio products must be submitted to TaskStream one month in advance of the scheduled defense date and students must notify the faculty on their committee via email at the time of submission. Each student's Final-Portfolio committee consists of two members of whom must be current program faculty. All students must physically attend the oral defense of their final Performance Portfolio Project. The final defense occurs by the last day of finals week of their final semester of internship.

   Prior to recommending a student for a California credential as a school psychologist and an M.A. degree in Psychology, a careful review of this entire portfolio will be made will be made the portfolio committee and students will present their portfolio during a public oral defense. This defense will be a total of 60 minutes- 30 minutes of student presentation, 15 minutes of questions from the committee, and 15 minutes for deliberation and student notification of the outcome of his/her oral defense. The intern's university supervisor/portfolio advisor will chair the committee. The Program Director or his/her designee will serve on all culminating review committees. Upon the successful

completion of this examination, the M.A. degree will be awarded, and a recommendation submitted to the California Commission on Teacher Credentialing that the student be issued a Pupil Personnel Services Credential with an authorization as a School Psychologist.

Students must submit a minimum of four portfolio products, with each product satisfying a maximum of 3 domains of practice. Two of these products must include an impact analysis. One impact analysis must describe an academic intervention and the other describe a behavioral intervention.

Students who do not successfully defend their portfolio project during their assigned defense time will receive "Incomplete" grades for PSYC 692 and PSYC 693-Comprehensive exam. These students must register for PSYC 692 and PSYC 693 during the summer session immediately following their original defense time. The formal defense must then occur before grades are due to the registrar during the summer session. Failure to successfully defend the portfolio within this timeline will result in "failure" grades for PSYC 692 and PSYC 693 and discontinuation of enrollment in the school psychology program.

3. **Formative Program Evaluation**
   Program faculty believes that portfolio assessment is perhaps the most consistent way of measuring the outcomes of the instruction students receive. Portfolios provide critical information to faculty, supervisors and administrators regarding the quality of our training program. It is our responsibility to make certain that each graduate student is provided with the opportunities to acquire the knowledge and skills authorized by a School Psychologist credential, and an M.A. degree. Portfolios allow faculty to reflect critically regarding the strengths exhibited by our students and improve instruction or fill gaps in training that become evident through a systematic review of student work products, and the careful reflection of our students.

School Psychology Thesis (Optional)

In addition to the required Portfolio Project discussed above, students may choose to complete a formal thesis. A full-time member of the Psychology Department faculty must supervise every thesis. Students choosing to complete a thesis should register for units of Psychology 690 under the coded number for the Advisor of their thesis during each of no more than 3 semesters. The following policies regarding the thesis apply to all students conducting a thesis within the Psychology Department.

1. Each psychology thesis committee will be composed of three members, two of whom must be full-time members of the Psychology Department (or those who are normally full-time but are serving part-time in other units.) The Thesis Chair must be a full-time member of the Psychology Department. If a third member is chosen from outside the Psychology Department, this member must have the approval of the Thesis Chair and the Department Chair.

2. It is the responsibility of the student to locate a Chair who has some expertise with the thesis topic. (See list of faculty research interests.) In consultation with the Chair, other potential members of the thesis committee are identified.

3. The Chair bears the final responsibility for all aspects of the thesis.

4. The full Thesis Committee should have an opportunity to react to the thesis proposal as early as possible in the development of the proposal and to assure risk management to humans and animal subjects has been secured. When, in the judgment of the Chair, the proposal is sufficiently formulated to warrant further examination and input, data collection shall follow the Committee's approval of the proposal at a Proposal Meeting.

5. A brief abstract (no more than one page) of the thesis proposal shall be circulated to the Psychology faculty within one week of the Committee's approval. This will serve mainly as informational, but faculty members will also have one week in which to respond or contribute input to the student and Committee before the thesis proceeds.

6. The student must follow the APA standards for ethical research and work with humans and animals, if applicable.

7. The student must also follow the standard style for psychological research reports as presented in the most recent APA Publication Manual, with modifications as requested by the Thesis Committee or Project Advisor.

8. When, in the judgment of the Chair and the student, the final draft of the thesis is complete, copies should be distributed to the other Committee members. The student has the responsibility of scheduling a time (usually one hour) for a final oral defense of the thesis. This meeting should be scheduled at least two weeks after the final draft copy of the thesis/project has been distributed.

9. Any final action, including approval of the proposal and the oral defense, requires the presence of all Committee members. The final Oral Defense should include substantive demonstration of the candidate's knowledge and competence in his or her area of research.

10. Replacement of a member of the Committee requires the approval of the Chair, and the person to be replaced, if possible.

11. The student should plan the thesis on the presumption that faculty members have no obligation to be available to work on theses/projects during the summer.

12. Any exceptions to this policy require recommendation from the Department Chair and the approval of the respective Program Committee.

Psychology Department Faculty/Interests

DeMatteo, Francis, Ed.D., NCSP Indiana University of Pennsylvania; Professor. Nationally Certified School Psychologist. Dr. DeMatteo has worked as a school psychologist practitioner and Director of Student Services in K-12 public school settings in Pennsylvania and Maryland for ten years. He also served as the School Psychology Program Director for eight years at Marywood University prior to joining the Cal-Poly faculty in August 2017. His research interests

include: family-school relations, providing feedback results to parents, and post-school transition.

Gaffney, Amber, PhD, Claremont Graduate University. Associate Professor. Social Psychologist whose research focuses on social identity, social influence, and group processes.

Gahtan, Ethan, Ph.D., University of Minnesota; Professor. Behavioral neuroscience, sensory-motor reflexes, research methods and design.

Graham, Benjamin, Ph.D. DePaul University; Associate Professor. Dr. Graham is a community psychologist with a focus on working with marginalized communities, including people with disabilities, veterans, and sexual minority communities. He is committed to community-based research with an interest in service-based learning.

Hahn, Amanda, Ph.D., University of St. Andrews; Associate Professor. Research focuses on the neurological basis of human behavior and social perceptions.

Howe, Tasha, Ph.D., University of California, Riverside; Professor. Developmental psychology, child psychopathology, child abuse and family violence.

Iturbide, Maria, Ph.D., University of Nebraska – Lincoln; Associate Professor. Ethnic minority parenting, ethnic identity, acculturation, acculturative stress, and their links to adolescent positive adaptation and risk behavior (specifically Latino youth).

Padron, Elena, Ph.D., (school); Associate Professor. Intergenerational Trauma & Attachment

Sanchez, Mari, Ph.D., University of California, Riverside; Associate Professor. Cognitive psychology, emphasizing speech perception, production, and memory, including visual and auditory speech and phonetic convergence/alignment.

Villarreal, Brandilynn, Ph.D. University of California, Irvine; Assistant Professor. Students' motivational and self-regulatory processes to remain engaged with their educational goals.

Walmsley, Christopher, Ph.D., Western Michigan University; Associate Professor. Research interests include the refinement of behavioral technologies to assess for and promote adaptive functioning in older adults with neurocognitive loss, and in particular, how to best treat the behavioral and psychological symptoms of dementia.

Part-Time Faculty Associated with the School Psychology Program

Ajina, Claire MA, LEP, Cal-Poly Humboldt; Credentialed School Psychologist, Licensed Educational Psychologist; Private Practice School Psychologist; University Supervisor Practicum; University Supervisor Internship; Lecturer; Mental Health in K-12 Schools; Social Emotional Assessment; Behavioral Assessment

Miller, Lisa MA, LEP, Cal-Poly Humboldt; Credentialed School Psychologist, Licensed Educational Psychologist, Special Education Director (retired), Lecturer; University Supervisor Practicum; University Supervisor Internship; Lecturer; Cognitive Assessment 2, Consultation & Collaboration, Advanced Assessment & Case Presentation

Salata, Elwira MA, LEP, Cal-Poly Humboldt, Credentialed School Psychologist, Licensed Educational Psychologist, Special Education Director, Lecturer; University Supervisor Practicum; Lecturer; School Psychology Law & Ethics, Cross-cultural Counseling for School Psychologists, Psychological Foundations for School Psychology, Educational Foundations for School Psychology

CORRECTIVE ACTION PLAN
School Psychology Program
Cal-Poly Humboldt

Student Name:
Date of Corrective Action Plan:
Date of Evaluation of Outcome of Corrective Action Plan:

Overview of a Corrective Action Plan: A Corrective Action Plan (CAP) is a means by which the School Psychology program can help ensure that students are maintaining appropriate development of their professional abilities and that student behavior reflects the requisite high standards of professionalism required for degree completion in the school psychology program.

A CAP is initiated when informal problem resolution efforts have been attempted and have not been successful. The CAP involves placing the student on remedial status to provide an opportunity to correct the deficiencies identified in the CAP.

Three outcomes are possible at the end of the remedial period:

1. the student's remedial status is continued for a defined period of time with a revised CAP;

2. the student is returned to regular status if the CAP is successfully completed; or,

3. it is recommended to the Psychology Department Chairperson and Dean of the College of Professional Studies that the student be dismissed from the school psychology program.

Determination of the outcome of the CAP is made by the School Psychology Program Director in consultation with the School Psychology Program Committee.

Rationale for Corrective Action Plan:

Corrective Action Plan Criteria:

By _____ , _____will need to successfully
address each of the following problem areas:

(List Area)
Achievement of this criterion will be determined at the end of the remedial period by

_____

(List Area)
Achievement of this criterion will be determined at the end of the remedial period by

_____

.

I have read the above and understand the _____identified expectations, and I am aware of the
three administrative actions possible following the evaluation of the outcome of this Corrective Action
Plan.

_____   _____
                        Student: Date:

As reviewed by

_____   _____
Francis J. DeMatteo, Ed.D., NCSP   Date:
Director, School Psychology Program Cal-Poly Humboldt

Copy: Student
Chair, Department of Psychology
Dean, College of Professional Studies
Dean, Graduate School Student File

Appendix B
School Psychology Program
Important Dates-Students

Date	Task	Population
9/11	Fieldwork Practicum Agreement	2nd year
9/18	Practicum Setting Documentation & Description	2nd year
10/1	Internship contract due to university supervisor	3rd year
10/31	Midterm site evaluations	2nd year 3rd year
11/15	Intern-Portfolio Plan due to university supervisor	3rd year
11/15	Request to Take Comprehensive Exam due to graduate coordinator	3rd year
12/15	Advancement to Candidacy Form due to graduate coordinator	3rd year
1/15	Portfolio products 5 through 8 uploaded to Taskstream	2nd year
1/15	Graduation Application Fees Application due to graduate coordinator	3rd year
4/15	All portfolio products submitted to TaskStream and students notify faculty of the submissions via email	3rd year
5/5	Portfolio products 9 through 12 uploaded to Taskstream	2nd year
Spring Semester Final Exam Week	Portfolio mini-defense week-Time to be assigned	2nd year
Spring Semester Final Exam Week	Internship Portfolio Final Defense-Time to be assigned	3rd year

Appendix C
2nd Year Portfolio Plan Template (6/2022)

Use this template to describe the portfolio products that you intend to present during your mini defense in May. <u>You must have a total of 12 products for your mini-defense, including 1 social-emotional/behavioral impact analysis and 1 academic impact analysis.</u> Note 4 of these 12 products were already submitted during year 1.

Use the outline below to describe your remaining 8 products. Remember that each product can satisfy a maximum of 3 domains of practice and that all 10 domains of practice must be represented in your products.

Product 1
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
    Domain:
    Domain:
Proposed Evaluator:
    Proposed due date:

Product 2
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
    Domain:
    Domain:
Proposed Evaluator:
    Proposed due date:

Product 3
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
    Domain:
    Domain:
Proposed Evaluator:
    Proposed due date:

Product 4
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
    Domain:
    Domain:
Proposed Evaluator:
    Proposed due date:

Product 5
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
    Domain:
    Domain:
Proposed Evaluator:
    Proposed due date:

Product 6
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
    Domain:
    Domain:
Proposed Evaluator:
    Proposed due date:

Product 7 with impact analysis
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
    Domain:
    Domain:
Proposed Evaluator:
    Proposed due date:

Product 8 with impact analysis
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
    Domain:
    Domain:
Proposed Evaluator:
    Proposed due date:

In the following table, please mark a V for domains/impact covered by each of the proposed products.

Domain*	Products							
	Product 1	Product 2	Product 3	Product 4	Product 5	Product 6	Product 7	Product 8
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
Impact Analysis								

*Domains – 1. Psychological Foundations; 2. Educational Foundations; 3. Legal, Ethical, and Professional Foundations; 4. Data-Based Decision Making and Accountability: Assessment/Intervention/Evaluation of Cognitive and Academic Skills; 5. Data-Based Decision Making and Accountability: Assessment & Intervention for Socialization, Emotional, Behavioral, and Life Skills; 6.Consultation and Collaboration; 7. Mental Health; 8. Human Diversity in Development and Learning; 9. Family, School, and Community Collaboration; and 10. Research and Technology.

Appendix D
3rd Year Portfolio Plan Template *(06/2022)*

Your name:
Committee chair:
2nd committee member:

Anticipated defense date: **Spring Semester Final Exam Week- Time to be assigned**

Please provide clear descriptions of your products below. A minimum of 4 products are required including 1 social emotional/behavioral impact analysis and 1 academic impact analysis.

Product 1
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
Domain:

Domain:

Domain:

If this is an impact analysis, explain how you would conduct impact analysis. Proposed deadline for submission

Product 2
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
Domain:

Domain:

Domain:

If this is an impact analysis, explain how you would conduct impact analysis. Proposed deadline for submission

Product 3
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
Domain:

Domain:

Domain:

If this is an impact analysis, explain how you would conduct impact analysis. Proposed deadline for submission

Product 4
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
Domain:

Domain:

Domain:

If this is an impact analysis, explain how you would conduct impact analysis. Proposed deadline for submission

Product 5
Describe what this product is about.

Explain what domains would be covered by this product with a rationale.
Domain:

Domain:

Domain:
If this is an impact analysis, explain how you would conduct impact analysis. Proposed deadline for submission

In the following table, please mark a V for domains/impact covered by each of the proposed products.

Domain *	Products							
	Product 1	Product 2	Product 3	Product 4	Product 5	Product 6	Product 7	Product 8
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
Impact Analysis								

*Domains – 1. Psychological Foundations; 2. Educational Foundations; 3. Legal, Ethical, and Professional Foundations; 4. Data-Based Decision Making and Accountability: Assessment/Intervention/Evaluation of Cognitive and Academic Skills; 5. Data-Based Decision Making and Accountability: Assessment & Intervention for Socialization, Emotional, Behavioral, and Life Skills; 6. Consultation and Collaboration; 7. Mental Health; 8. Human Diversity in Development and Learning; 9. Family, School, and Community Collaboration; and 10. Research and Technology.

Appendix E
Portfolio Products, Impact Analyses & Cumulative Defense Requirements

Year 1	Year 2	Year 3
Total: 4 products	Total: 8 products	Total: 4 products minimum
No Impact Analysis	Impact Analyses: 2	Impact Analyses: 2

Year 2 Defense	Year 3 Defense
12 products total	Minimum of 4 products
Impact analyses: 2 minimum	Impact Analyses: 2 minimum

Appendix F

Practicum Hour Log

Cal-Poly Humboldt School Psychology Program
Summary of Internship Hours
(12/2017)

Name: _____

Practicum/Internship Placement:_____   _____
                                                   University Supervisor

Dates: From:_____   To:_____   _____
                                                   Field Based Supervisor's
                                                   initials

Activity

Assessment: administration, scoring, and interpreting standardized norm referenced tests, administration, scoring, and interpreting survey-level assessment (DIBELS, AIMSWEB), report writing, file review for the purpose of special education or gifted initial evaluation or reevaluation, observation for the purpose of special education or gifted initial evaluation or reevaluation.

Time (in hours):_____

Consultation: meetings with parents, teachers and/or administrators, meetings to review evaluation results, IEP meetings, pre-referral meetings, child study team meetings, intervention planning, design, and implementation meetings, SAP team meetings, FBA meetings, observation for the purpose of problem solving and designing interventions, FBA development, instructional intervention development.

Time (in hours):_____

Counseling: regular scheduled meetings with an individual or group of students for the intended purpose of improving students' ability to cope with peer, home, and/or school stressors.

Time (in hours):_____

Professional Development: orientation to site, independent study, reviewing of policies and procedures, reviewing of assessment instruments, attending in-services, workshops, trainings, attending professional conferences, delivering staff trainings.

Time (in hours):_____

Supervision: individual and direct contact with your field supervisor for the purpose of professional skill and competency development.

Time (in hours): _____

Clerical: copying, stapling, filing, mailing, travel, finding a work space, *does not include report writing.*

Time (in hours): _____

Total Hours for this timeframe _____

Total Cumulative Hours: _____

School Psychology Internship-Student Log

DATE	STUDENT	ACTIVITY*	REMARKS	TIME

* = **A,** Assessment; **CONS**, Consultation; **COUN**, Counseling; **PD**, Professional Development;
SUP, Supervision;
CLER, Clerical

Appendix G
Agreement for Test Use

Agreement for the Use
of
Cal Poly School Psychology Test Library Kits

The undersigned _____(Print Name) is a graduate student in the Cal Poly Humboldt School Psychology Program (the "Program"). The curriculum for the Program requires students to have proficiency with respect to the following test kits that include the: Wechsler Intelligence Scale for Children-V, Woodcock Johnson Tests of Cognitive Abilities, Achievement, and Oral Language-IV, Wechsler Preschool and Primary Scale of Intelligence-IV, Wechsler Adult Intelligence Scale-IV, Cognitive Assessment System-2, Differential Ability Scales-2, Universal Nonverbal Ability Test, Reynolds Intellectual Ability Scales, Wechsler Nonverbal, Wechsler Memory Scale, Test of Nonverbal Intelligence, Comprehensive Test of Phonological Processing, Test of Auditory Processing Skills, Test of Visual Processing Skills, Test of Auditory Processing Skills, Wide Range Assessment of Memory and Learning, and Woodcock Johnson Tests of Early Cognitive & Academic Development, Woodcock Johnson Tests of Achievement, Kauffman Test of Educational Achievement, Wechsler Individual Achievement Test, Behavior Assessment System for Children, Conners' Rating Scale, Child Depression Inventory and etc., as this is a non-exhaustive list..

The test kits may be checked out from the Test Library (BSS 411) for student use. By signing this agreement, the undersigned student is agreeing to be responsible for the return of any test kit checked out by them. By signing the agreement, the undersigned is agreeing that the tests kits checked out by the undersigned will be returned to the Test Library (BSS 411) by the beginning of final evaluations week each semester. The undersigned is also agreeing to be financially responsible for each test checked out that is not returned in its original condition by that date for any reason, including that the test has been stolen, misplaced, lost, damaged, or for any other reason.

The undersigned has been informed that the cost of each test kits range from $300.00 to $1350.00. Additionally, each test kit has component parts that if lost or damaged must be replaced at a price specific to that component part ranging from $30.00 to $250.00.

Date:_____   _____
                                                        Student Signature

Date:_____   _____
                                            Francis J. DeMatteo, EdD, NCSP
                                            Professor & Program Director
                                            School Psychology Program

Appendix H
Student Performance Ratings

Cal Poly Humboldt
School Psychology Program
Student Performance Ratings

Student:

Semester:

Instructor:

Please rate the student on each item using the scale below.

4 = Outstanding: Significantly above expectations.
3 = Good: Meets expectations
2= Adequate: Meets expectations with instructor prompts
1= Deficient: Does not meet expectations

1) Attendance
         4   **3**   **2**   **1**
Student is present for all required hours of instruction and arrives to class on time. If a student must miss a class or any part of class, they notify instructor *in advance* and make arrangements for completing any missed work.

2) Timeliness
         4   **3**   **2**   **1**
Student completes all class work by the due date/time. If, due to circumstances outside of their control, the student requests additional time on an assignment, they notify instructor *in advance* and make arrangements with the instructor for completing any missed work.

3) Classroom Participation
         4   **3**   **2**   **1**
Student is appropriately engaged while in class; responds to questions and participates in discussion.

4) Acceptance of Feedback
         4   **3**   **2**   **1**

Student is not defensive towards instructor feedback; adjusts performance/behavior in response to feedback.

5) Resourcefulness
         4   **3**   **2**   **1**
Student independently completes assignments/projects, seeks instructor support only after demonstrating effort.