

School Psychology Program Handbook



Department of Special Education, Rehabilitation, School
Psychology and Deaf Studies
College of Education
California State University, Sacramento

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Every attempt has been made to insure the accuracy of information in this handbook. However, specific information such as dates can change. Double-checking crucial information through other sources (e.g., Graduate Studies for due dates) is always required.

PROGRAM OVERVIEW

Training Model, Philosophy, and Knowledge Base

Our training model is based on a problem solving approach to school psychology practice because we believe it is the most effective approach for the delivery of school-based services to children, families, and staff. The course of study evolves from this philosophy and is designed to convey the knowledge, skills, and abilities that are necessary for our students to be effective practitioners.

To be effective problem solvers, school psychologists need a broad base of knowledge. It is this knowledge base that will serve as the foundation for the specialized knowledge, skills, and abilities that you, as a practicing psychologist, will develop in response to the unique needs of the settings within which you practice and populations that you serve. This approach requires an understanding of human growth and development, socio-cultural and biological influences on human development and behavior, theories of learning, assessment, and individual and group counseling. Developing skills in consultation, program development and evaluation, research methodologies, inter-disciplinary collaboration, and utilization of community resources are all critical components in our training model. A core underpinning of our training model is the recognition that effective interpersonal skills form a basis for effective practice. In addition, our program is designed with the unique needs of our region in mind. California has an ethnically diverse population: our schools are rich in different languages and cultures. Therefore, it is imperative that you develop the knowledge, skills, and attitudes necessary for working with diverse groups. Consideration of cultural diversity is infused into the design of all coursework.

Fieldwork experiences are a core component of our training model. We believe that it is important for you to become self-directed life-long learners as well as develop specific professional skills. To that end, we include self-directed learning activities in your training and provide you with first hand experience applying knowledge to practice. Therefore, you will have the opportunity to work in field settings that complement your coursework throughout the program.

Our training model is also designed to develop reflective practitioners. The ability to reflect on one's practice is critical to ongoing professional development. Therefore, we design learning experiences that will stimulate reflection about your learning and field experiences. By doing so, we hope that you will come to better understand yourself, your strategies for applying knowledge to practice, and your evolving professional identity.

Mission

Our mission is to promote educational practices that lead to positive outcomes for children and youth. We strive to do this, first, by training exemplary school psychologists who consistently integrate knowledge into practice and effectively utilize a problem-solving model to improve educational outcomes for students. We also engage in research, the dissemination of knowledge, and professional and community service that will advance school psychology practice.

Learning Outcomes

Our expected learning outcomes for school psychology students follow from the training model, philosophy, and knowledge base that serve as the foundation for our program. We expect that as practicing school psychologists you will:

- continually develop professional skills through reflective practice, critical thinking, and mindfulness of current research;
- understand the structure of schools and other agencies that serve students with special needs;
- be cognizant of effective instructional practices and use this knowledge in fostering cognitive/academic development for all students;
- conceptualize student needs from a developmental and ecological perspective;
- be cognizant of prevention and intervention strategies that foster positive mental, physical, and academic well being for both students and staff;
- utilize a wide range of methods in assessing student needs, designing appropriate interventions, and evaluating the effectiveness of those interventions;
- engage in ongoing evaluation of programs and services with an awareness of organizational change strategies;
- utilize counseling and consultation approaches that reframe problems with the goal of developing strategies for solution;
- implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral;
- develop an understanding of specialized needs of diverse student populations, including issues of culture, unique learning needs, alternative lifestyles etc.;
- collaborate with schools and families in implementing interventions that promote positive outcomes for all students;
- conduct themselves in a manner consistent with ethical and legal standards of the profession.

These are our goals for you as a practicing school psychologist.

Course of Study

There are two possible degrees and two possible credentials within the program. One degree is the Master of Arts (M.A.) in Education (School Psychology option), and the other degree is the Specialist in Education (Ed.S.) in School Psychology. The first credential is the Internship Credential and the second is the Pupil Personnel Services Credential: School Psychology option (PPS). All of the coursework that is required for the M.A. is also required for the two credentials. The Ed.S. requires all of M.A. and PPS coursework as well as a seminar and culminating experience. Students who already possess an advanced degree may be able to waive courses specific to the M.A. and/or Ed.S. requirements.

Upon admittance to the program, you will be assigned to an advisor who will help you to plan your exact course of studies. Full-time students can complete the sequence in six semesters. The planned course of study is based upon two considerations. First, courses that are foundational to

later courses are taken in the appropriate order. Second, courses that provide complementary learning opportunities are offered within the same semester.

The M.A. in Education, School Psychology option and the Internship Credential require the completion of the prerequisites listed in Table 1, and completion of 59-60 units graduate coursework units listed in Tables 2 and 3, with a minimum 3.0 grade point average. A minimum of 70% of these units must be taken in residence at CSUS. Any use of extension courses must be approved by the advisor. In addition, all CSUS graduate students are expected to follow a two-step process to meet the Graduate Writing Assessment Requirement (GWAR). In the first step, writing is assessed to determine readiness for graduate-level writing tasks. The second step is the completion of the culminating experience. Students who are identified as needing additional help to complete graduate-level writing tasks will be required to take ENGL 220W *Graduate Writing Intensive*. Refer to the Office of Graduate Studies for more specific GWAR information.

Table 1 Prerequisites

All prerequisites should be completed before admission to the program and must be completed before full classification; equivalencies to listed courses may be granted with advisor approval.

<u>Units</u>	<u>Course</u>	<u>Title</u>
3	PSYC 117	Drugs and Behavior
3	PSYC 168	Abnormal Psychology
3	EDS 100 A/B	Education of Exceptional Children & Youth/lab
3	EDS 140	Introduction to Behavioral Statistics
3	EDS 170	Introduction to Counseling
4	EDC 171	Power, Privilege and Self Identity
3	EDTE 103 A/B	Tutoring Children Reading/Practicum OR equivalent teaching/tutoring experience (consult with an advisor)
		California Basic Educational Skills Test (CBEST)
		Graduate Writing Assessment Requirement (GWAR; Step 1)

Table 2 Master's Degree Requirements

<u>Units</u>	<u>Course</u>	<u>Title</u>
3	EDC 210	Multicultural Counseling
3	EDS 231	Group Process in School Psychology
3	EDS 240	Functional Assessment of Behavior
3	EDS 241	Counseling and Psychotherapy for School Psychologists
3	EDS 242 A	Cognitive Assessment
4	EDS 242 B	Cognitive Assessment Lab
3	EDS 244	Social, Emotional, and Behavioral Assessment
3	EDS 245	Psychology in the Schools
3	EDS 246 A	Seminar in Preventive Academic Interventions
3	EDS 246 B	Seminar in Preventive Mental Health Interventions
3	EDS 247	Assessment of Special Needs
3	EDS 248	Human Development and Learning
3	EDS, EDTE, or BMED	An approved instructional course elective
3	ED 250	Educational Research
3	EDS 440	Practicum in Individual Counseling/School Psychology
3-6	One of the following:	
4-6	EDS 541	Masters Project in School Psychology
3	EDS 249	Special Seminar in School Psychology

Masters Projects and the Special Seminar courses (EDS, 541, 249) require the student to file and have approved a Reservation Form for that course by February 15 for the following fall semester and by October 1st for the following spring semester. If approved, an Approval Sheet (Project) or a petition (Special Problems) is required to be on file in the Department office before being able to register. All forms may be obtained online or in the Department office, Eureka Hall, Room 316.

Before graduation, an Application for Graduation with a Masters Degree must be filed in the Graduate Center by the deadline date published in the Schedule of Classes. In addition, all coursework leading to this Degree must be completed within a seven-year period.

Credential Requirements

The Internship Credential requires the program outlined in Tables 1 and 2 for the M.A. in Education, School Psychology option, plus the following courses listed in Table 3:

Table 3 Internship Credential Requirements

<u>Units</u>	<u>Course</u>	<u>Title</u>
6	EDS 243	Assessment Practicum (concurrent with EDS 244 and 247)
4	EDS 439	Fieldwork in School Psychology

The PPS: School Psychology credential requires the program outlined in Tables 1, 2, and 3 for the M.A. in Education, School Psychology option, plus the following courses listed in Table 4:

Table 4 School Psychology Credential Requirements

<u>Units</u>	<u>Course</u>	<u>Title</u>
30	EDS 441	Internship in School Psychology

Ed.S. Requirements

The Ed.S. in School Psychology requires the coursework for the M.A., and the Internship and School Psychology credentials outlined in tables 3 and 4, plus the following courses listed in Table 5.

Table 5 Ed.S. Requirements

<u>Units</u>	<u>Course</u>	<u>Title</u>
3	EDS 239	Education Specialist Seminar
4-6	EDS 540/542	Culminating Experience

Before graduation, an Application for Graduation with an Ed.S. must be filed in the Graduate Center by the deadline date published in the Schedule of Classes.

Suggested Course Sequence

Table 6 offers the suggested course sequence for the M.A. and Ed.S. degrees, and Internship and PPS School Psychology Credentials for students planning on full time enrollment status.

Determination of Fitness

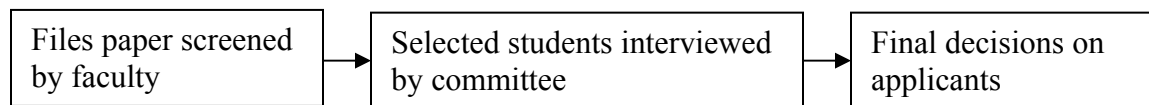
The faculty of the School Psychology program is ultimately responsible to the children and families whom our graduates serve. Therefore, it is imperative that we consider the fitness of our candidates for the job of school psychologist. Such consideration requires us to look beyond academic work and consider personal characteristics critical to being a successful school psychologist. In selecting candidates for our program, we attend closely to these requirements. However, the faculty may also require a student to leave under specified terms, terminate a student's enrollment, or decline to award a degree or credential if faculty as a whole determines that this is in the best interests of the department or the community that it serves. Additionally, a student may be required to leave if it is determined that he/she is not qualified for admission to the school psychology profession because of factors other than academic standing. Determination about factors other than academic standing are made in accordance with the *National Association of School Psychologists' Principles for Professional Practice* (http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf) and the *Standards for School Psychology* (<http://www.nasponline.org/standards/2010standards.aspx>).

Table 6 Suggested Course Sequence for Full-time Students: Master of Arts in Education, School Psychology Option; Specialist in Education in School Psychology; and Internship and PPS School Psychology Credentials

Course	Course Title	Units
<u>First Semester</u>		
EDS 231	Group Process in School Psychology	3
EDS 245	Psychology in the Schools	3
EDS 248	Human Development and Learning	3
EDS 210	Multicultural Counseling	3
Total		12
<u>Second Semester</u>		
EDS 241	Counseling and Psychotherapy for School Psychologists	3
EDS 242 A	Cognitive Assessment	3
EDS 242 B	Cognitive Assessment Lab	4
EDS 250	Educational Research	3
EDS 440	Practicum in Counseling for School Psychologists	3
Total		16
<u>Third Semester</u>		
EDS 240	Functional Assessment of Behavior	3
EDS 243	Practicum in Assessment	3
EDS 244	Social, Emotional, and Behavioral Assessment	3
EDS 246 A	Preventive Academic Interventions	3
EDS 439	Early Fieldwork in School Psychology	2+
Total		14+
<u>Fourth Semester</u>		
EDS 243	Practicum in Assessment	3
EDS 247	Assessment of Special Needs	3
EDS 246 B	Preventive Mental Health Interventions	3
EDTE, EDS, or BMED	Instructional Course (elective)	3
EDS 439	Early Fieldwork in School Psychology	2+
EDS 249, 541	M.A. Culminating Experience	3-6
Total		17-20+
<u>Fifth Semester</u>		
EDS 441	Internship in School Psychology	15
EDS 239	Education Specialist Seminar	3
Total		15-18
<u>Sixth Semester</u>		
EDS 441	Internship in School Psychology	15
EDS 540/542	Ed.S. Culminating Experience	4-6
Total		15-21
PROGRAM TOTAL		89-101
	+Practice is to encourage students to complete 3 units each semester	

CSUS: SCHOOL PSYCHOLOGY FLOW CHART OF STUDENT PROGRESS THROUGH PROGRAM

PROGRAM APPLICATIONS DUE MARCH 1st FOR FALL ADMITTANCE



See letters to applicants for guidelines on evaluation criteria.

PREREQUISITES

Successful completion of the CBEST and first step of the GWAR

- PSYC 117 Drugs and Behavior (3 units)
- PSYC 168 Abnormal Psychology (3 units)
- EDC 170 Introduction to Counseling (3 units)
- EDC 171 Power, Privilege and Self Identity (3 units)
- EDS 100A/B Education of Exceptional Children & Youth/Lab (3 units)
- EDS 140 Introduction to Behavioral Statistics (3 units)
- EDTE 103 Tutoring Children (3 units) OR equivalent experience

SEMESTER ONE

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 245 Psychology in the Schools 2. EDS 248 Human Development & Learning 3. EDS 231 Group Processes in School Psychology 4. EDS 210 Multicultural Counseling	1. Field observations 3. Co-lead school-based group	1. Group project (Hotsheet)* 2. Health and developmental history questionnaire* 3. Group curriculum project (abstract)*
		OTHER GENERAL METHODS OF EVALUATION
		Papers Class presentations Exams
Portfolio evaluation in EDS 245 (*indicates required elements)		

SEMESTER TWO

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
1. ED 250 Educational Research 2. EDS 242 A/B Cognitive Assessment (Seminar and Practicum) 3. EDS 241 Counseling & Psychotherapy for School Psychs. 4. EDS 440 Practicum in Counseling for School Psychologists	2. Assessment practicum 4. Counseling practicum	2. GATE evaluations* & Clinic supervision 4. Clinic/Field supervision
		OTHER GENERAL METHODS OF EVALUATION
		Exams Papers Case studies
Portfolio evaluation in EDS 242A (*indicates required elements)		

SEMESTER THREE

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 240 Functional Assessment of Behavior 2. EDS 244 Social, Emotional & Behavioral Assessment 3. EDS 246A Preventive Academic Interventions 4. EDS 439 Fieldwork in School Psychology 5. EDS 243 Assessment Practicum	1. Behavior consultation 3. Academic consultation 4. School psych fieldwork 5. Assessment practicum	1. Functional assessment and behavior intervention plan* 2. Assessment resource notebook* 3. Academic intervention case study* 4. Early Fieldwork Formative Evaluation* 5. Psychoeducational evaluation* & Clinic supervision
		OTHER GENERAL METHODS OF EVALUATION
		Exams Papers
Student Progress Review		
1. Portfolio evaluation in EDS 439 (*indicates required elements) 2. Faculty review transcripts for each student 3. Faculty discuss student progress for each student 4. Faculty members hold individual meetings with students at beginning of spring semester to discuss progress as indicated.		

SEMESTER FOUR

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 247 Assessment of Special Needs 2. EDS 246B Preventive Psychological Interventions 3. EDS 243 Assessment Practicum 4. EDS 249, 541:exam or project 5. EDS, EDTE, or BMED Instructional Course elective 6. EDS 439 Fieldwork	3. Assessment practicum 6. School psych fieldwork	1. Low incidence disability pamphlet* 2. Crisis and suicide intervention scripts* 3. Psycho-educational evaluation* 4. Completion of M.A. Exam or Project 6. Early Fieldwork Summative Evaluation*
		OTHER GENERAL METHODS OF EVALUATION Exams Papers

Student Progress Review

1. Portfolio evaluation in EDS 439 (*indicates required elements)
2. Evaluation of *Masters Degree Requirements*: All students take the PRAXIS Examination for School Psychology (administered by ETS) and the Case Study examination (administered by CSUS) or complete a Masters Project. Transcripts and examination results are reviewed to assure that all students have met course requirements for their Masters Degree.
3. Evaluation of *Internship Credential Requirements*: All students take the PRAXIS Examination for School Psychology (administered by ETS). Faculty members meet to discuss each student’s overall progress and review Early Fieldwork Evaluation Forms. Transcripts and examination results are reviewed to assure that all students have met the course requirements for their Internship credential.
4. Faculty members hold individual meetings with students at beginning of semester to discuss progress as indicated.

SEMESTER FIVE

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 441 Internship Seminar 2. EDS 239 Education Specialist Seminar	1. School Psychology Internship	1. Review of Internship Plan, Review of Internship Log, Formative supervisor evaluation* 2. Completion of Ed.S Project Literature Review
Portfolio evaluation in EDS 441 (*indicates required elements)		

SEMESTER SIX

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
1. EDS 441 Internship Seminar 2. EDS 540/542	1. School Psychology Internship	1. Review of Internship Log, Summative supervisor evaluation*, Psycho-educational evaluation*, Academic intervention*, Behavioral intervention* 2. Completion of Ed.S. Thesis or Project
Student Progress Review		
<ol style="list-style-type: none"> 1. Final portfolio evaluation in EDS 441 (*indicates required elements) 2. Evaluation of <i>Specialist in Education (Ed.S.) Degree Requirements</i>: All students complete an Ed.S. Project or Thesis. Transcripts are reviewed to assure that all students have met course requirements for their Ed.S. Degree, which includes successful completion of the internship. 3. Evaluation of <i>School Psychology Credential Requirements</i>: Internship coordinator and credentials office review all student records to assure that students have completed required coursework. Faculty members meet to discuss each student's overall progress and review Summative Internship Evaluation. 		

Field Experiences

Field experiences are an integral part of our training program and are designed to complement and extend “classroom-based” learning experiences. It is through field experiences and the processing of those experiences that you will integrate theory and practice and develop the skill of reflection. Field-based experiences occur through designated coursework and as a part of didactic courses. The opportunity to process fieldwork experiences is structured into all requirements.

Field based experiences occur throughout the program and are outlined below according to the semester during which they generally take place.

- **Semester One:** As a part of *Psychology in the Schools* (EDS 245), students spend a minimum of 17 hours in directed observations designed to acquaint students with the operation of schools, the role of school psychologists, and the variety of special education programs available. As part *Group Process in School Psychology* (EDS 231), students will observe or co-facilitate a school-based counseling group.
- **Semester Two:** As part *Cognitive Assessment* (EDS 242A & B), students first practice using different testing instruments and, when proficient, test clients referred to the School Diagnostic Clinic for Gifted and Talented Education (GATE) qualification. In the *Practicum in Counseling for School Psychologists* (EDS 440), students work with children and/or families referred to the Community Counseling Center or in a school-based clinic. Individual rooms with one-way mirrors allow supervisors to have real-time supervision.
- **Semester Three:** *Early Fieldwork in School Psychology* (EDS 439) requires students to spend a minimum of 200 hours in a school setting. Generally, the 200 hours are completed over two semesters. Faculty will assign a fieldwork placement; experiences will include behavioral and academic consultations/intervention design (which are also assignments in *Functional Assessment of Behavior*, EDS 240, and *Preventive Academic Interventions*, EDS 246A), and counseling. University based discussions facilitate the integration of theory and real-life practice. This semester, students begin the first of two semesters in the School Diagnostic Clinic, evaluating clients referred due to school related difficulties and writing complete psychoeducational reports (*Assessment Practicum*, EDS 243).
- **Semester Four:** Students continue with *Early Fieldwork* assignment (EDS 439), engaging in more complex activities as your competences increase. At this point, many students are an integral part of Student Study Teams at their school sites. Students spend a second semester conducting evaluations and writing complete psychoeducational reports in the School Diagnostic Clinic, and will complete at least 2 evaluations at their early Fieldwork site (*Assessment Practicum*, EDS 243).

Assessment and Counseling Practica

The Practicum experience at the Center for Counseling and Diagnostic Services (CCDS) will provide opportunities for students to serve as a practitioner to the community. Practica supervisors will help to shape your experiences in the clinic. The practica offer a variety of valuable learning experiences. The counseling practicum places an emphasis on the application of counseling theories and integration of one's own counseling approach into practical application. In the assessment practica, the use of assessment instruments is taught with hands-on experience in administration, scoring, and interpretation. Students will assess children from the community, consult with their families, interpret assessment results, and develop reports.

There are legal and ethical standards guiding practica activities. These standards protect clients, supervisors, and students. The issue of confidentiality is both a legal and an ethical issue. Information obtained during the practicum is considered privileged and should never be discussed outside the practicum without signed consent of the parent. Exceptions to this rule include suspected child abuse, elder abuse, dependent adult abuse, and imminent danger of harm to another. Your supervisor should be advised immediately of any cases suspected of falling into one of these categories. Under such circumstances, disclosure is mandatory and is not a violation of the law.

Liability Insurance

Graduate students in designated classes will automatically be added to the university liability policy. Students will be billed individually by the university after the beginning of the semester.

Internship

Before beginning your internship, students will have had a minimum of 450 hours in fieldwork and practica. These experiences are designed as preparation for assuming the variety of roles and functions available to school psychologists. Students will have had experience in counseling, academic and behavioral consultation, academic and behavioral intervention design, and assessment.

The Internship requires a minimum of 1200 hours of supervised experience. Placements are mutually agreed upon by the university, the intern, and the participating school district. Internship agreements with partner school districts outline the respective responsibilities of interns, school districts, and the university. In addition, all participating districts appoint a representative with regards to internship matters. The CASP Internship Manual and the University Fieldwork and Internship manual are used as guiding documents for the internship. (See www.csus.edu/indiv/b/brocks/Internship.Fieldwork/Handbook.pdf).

Intern seminars are held with university supervisors during the internship. These seminars provide the opportunity for guided discussions in which students can process their experiences and develop skills of collegial consultation. Interns and their school district supervisors complete the Intern Evaluation each semester. This document serves to alert interns and their supervisors to areas of strength and weakness and to any areas in which students are lacking experience. Interns and supervisors also complete a log documenting hours and activities for the intern. It is essential that students explore a variety of different responsibilities. The evaluations, faculty contact with district supervisors, student feedback, and the intern logs are all avenues for adjusting an internship experience to ensure that the student is engaged in a balanced and diverse internship experience.

Program Administration

The School Psychology Program is housed within the Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies within the College of Education. The program coordinator of the School Psychology Program reports directly to the Department Chair who, in turn, reports to the Dean of the College of Education. Faculty, staff, and students have direct access to the program coordinator, Department Chair and Dean of the College. The program coordinator is responsible for course and staff scheduling, arranging faculty area group meetings, and addressing and coordinating response to student or staff concerns.

The school psychology faculty is a combination of full and part-time practitioners who have served in public schools, taught at the university level, and are active in professional organizations. All share in some aspect of program development and coordination. As detailed throughout this document, the program faculty holds authority over matters of curriculum and candidate competency. The faculty meets as needed to hear student concerns, to confer with students, and to discuss policy issues related to the program.

Grievance Procedures

Grades

Student grievances may be addressed by approaching the instructor. If resolution at this level fails, the student should contact the program coordinator, then the Department Chair, and finally, the Dean. Student grievance procedures are described in section 3.8 of the School Policy Folder (available in the Department Office). The procedures establish the authority of the Professional Development and Community/Student Affairs Committee. The procedures also reference further appeal once remedies within the school have been exhausted. When further appeal involves a grade, the student initiates the procedures for a hearing before a university-wide Grade Appeal Review Panel.

Sexual Harassment

It is the policy of California State University, Sacramento, to maintain a working and learning environment free from sexual harassment of students, staff, and faculty. If sexual harassment is suspected, the case should be referred immediately to the campus Affirmative Action Office. This office will initiate investigation procedures. Sexual harassment is not only a violation of the law, it is also behavior subject to disciplinary action at the campus level.

Student Resources

Bulletin Board

Outside the Special Education, Rehabilitation, School Psychology, and Deaf Studies Department Office, Room 316 in Eureka Hall, and faculty offices, Rooms 225 and 227 in Brighton Hall bulletin boards have been established to disseminate information. These boards should be checked periodically for information regarding petition deadlines, class information, job opportunities, meetings, and other pertinent information.

School Psychology Listserv

The program maintains a listserv for school psychology students. This list is used as the primary means of communication among faculty and students for coursework and general information. It is imperative that you join the list and check your e-mail regularly for information.

SacLink Accounts

SacLink is the Sacramento State system that provides electronic identification and authentication. It is the University's current method of identifying on-line users to the campus network and servers. Although SacLink provides you access to the Internet through Dial-In services - <http://www.csus.edu/saclink/dialin/>, you can use another Internet Service Provider (ISP) for your Internet access and to connect to MySacState. However, you MUST have a SacLink account to logon to MySacState (even if you don't use it for anything else). A SacLink account can be established either on or off campus. Detailed information on setting up a SacLink account is available at <http://www.csus.edu/saclink/settingUp.stm>.

Official university email messages from offices such as the Department, Graduate Studies, Registrar's Office and Financial Aid will be sent to your SacLink account. Therefore, it is very important that you check this account frequently as many messages require timely response.

Student Association

The School Psychology Student Association was developed to fulfill students' requests for information and communication. The Association covers a range of student interests. Guest speakers have delivered varied and in depth presentations on topics that extend beyond the classroom experience. Students are given opportunities to be paired with mentors for guidance on such issues as class selection, program policies, and moral support. Meetings and social gatherings are open to both students and instructors. Many of the liaisons developed through the Association will form a network for professional life.

Professional Organizations

Professional organizations for School Psychologists exist at the state, national, and international levels. Student membership is encouraged at all levels.

California Association for School Psychologists

1020 12th Street, Suite 200
Sacramento, CA 95814
(916) 444-1595
www.casponline.org

National Association for School Psychologists

4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270
(301) 608-0500
www.nasponline.org

American Psychological Association

750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
www.apa.org

International School Psychologists Association

E-mail: ISPA-International@nl.edu
www.ispaweb.org

Required Forms

Listed below is a summary of required forms for the School Psychology program followed by pertinent information and specific prerequisites. Unless otherwise noted, all forms may be obtained from the Department of Special Education, Rehabilitation and School Psychology Office in Room 316 of Eureka Hall, or via the Departments webpage at the following address: <http://edweb.csus.edu/eds/forms/psych.html>

◆ ***Advancement to Candidacy (M.A.)***

Each student working toward a Master's degree must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in Admission Requirements;
- completed all Degree Requirement Prerequisites;
- completed at least 24 units at the 200 level in the graduate program with a minimum 3.0 grade point average, and
- successfully meet the first step of the GWAR requirements.

The Advancement to Candidacy must be filed before students can begin their culminating experience. Advancement to Candidacy forms are available in the Department office and the Graduate Center.

◆ ***Advancement to Candidacy (Ed.S.)***

Each student working toward an Ed.S. degree must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This form is generally filed in the fourth semester of your program on anticipation of completing the M.A.

◆ ***Application for Graduation***

These forms are available in the Department office and the Graduate Center. Submit the Application to the Graduate Center by October 1st for Fall and February 1st for Spring or Summer graduation. You must have an approved Advancement to Candidacy form on file in Graduate Studies before submitting your Application for Graduation. For more information, contact Graduate Studies at 278-6470.

◆ ***Master of Arts in Education (School Psychology) Coursework***

This form should be submitted with the Advancement to Candidacy (M.A.). This form lists School Psychology Coursework/Equivalencies required for the Masters Degree. The date the course requirement was met or will be met, units completed, and identification of any waived or equivalent courses must be completed. After the Coursework Equivalency Sheet is approved by the student's School Psychology Advisor, it is to be attached to the Advancement to Candidacy form.

◆ ***Specialist in Education (School Psychology) Coursework***

This form should be submitted with the Advancement to Candidacy (Ed.S.). This form lists School Psychology Coursework/Equivalencies required for the Ed.S. degree. The date the course requirement was met or will be completed, units completed, and identification of any waived or equivalent courses must be completed. After the Coursework Equivalency Sheet is approved by the student's School Psychology Advisor, it is to be attached to the Advancement to Candidacy (Ed.S.) form.

- ◆ ***PPS – School Psychology Credential Completion Form***
This form (AKA “Program Planning Sheet”) is submitted with the School Psychologist Credential Application. This form lists School Psychology Coursework/Equivalencies required for the School Psychology Credential. The date the course requirement was met, units completed, and identification of any waived or equivalent courses must be completed. After the Credential Completion Form is approved by the student’s School Psychology Advisor, it is to be attached to a completed *Checklist for Pupil Personnel Services Credential Application*, and a completed *Credential Request Form*, and turned into the Credential Analyst’s Office (Eureka Hall, Room 209)
- ◆ ***Reservation Form for EDS 541/249 - Masters Project/ Exam***
This form is submitted one semester before enrolling in the culminating experience for the M.A.. Students must first contact a faculty member to be project committee chair if enrolling in EDS 541.
- ◆ ***Reservation Form for EDS 540/542 – Ed.S. Thesis/Project***
This form is submitted one semester before enrolling in your culminating experience for the Ed.S. You must first consult a faculty member to be your thesis/project committee chair.

Required Credentials/Certificates

- ◆ ***Certificate of Clearance/Credential***
This certificate is required before you will be allowed to work in the schools. Therefore, it is important to begin this process as soon as you enter the program. The form is available in the credential office, Eureka 209, (916) 278-4567. Carol Lucido is the credential analyst for School Psychology. (If you have not previously obtained a Certificate of Clearance, this form must be submitted before enrolling in Field Study. Be sure to check with the Credentials office regarding this matter.)
- ◆ ***School Psychologist Internship Credential***
Before beginning an internship, students need to be approved for an Internship Credential. This process is handled through the credentials office, Eureka 209. Students will need to have completed course work, passed the *Praxis* exam, and have approval of all program faculty before they can receive an Internship Credential. There is an application fee for this credential.
- ◆ ***Pupil Personnel Services: School Psychologist Credential***
This credential is also administered through the Credentials Office, EUR 209. Credential applications are available in the office at the end of your internship year for students who have been approved for the credential. The School Psychology Credential Completion Form for the credential is filed with this application. There is an application fee for this credential.

THE CENTER FOR COUNSELING AND DIAGNOSTIC SERVICES

History of the Center for Counseling and Diagnostic Services

The Center for Counseling and Diagnostic Services (CCDS) is located on the fourth floor of Eureka Hall, and was completed in the Spring of 1970. Its original designation was the Community Counseling Center. In 1998, the name was changed to incorporate the activities of the School Diagnostic Clinic. The center is designed to offer students the opportunity to integrate counseling and testing theory with the practical application of counseling and testing skills under the supervision of faculty. In doing so, the center provides a wide array of affordable mental health services to the community.

The CCDS is used by students in various departments including Counselor Education, Special Education, Vocational Rehabilitation, School Psychology, and Teacher Education. In 1982, the School Psychology program began using the CCDS for testing and counseling practica.

The CCDS functions with the assistance of a coordinator. In addition, student assistants are employed to take telephone calls, make appointments, and assist clients and practica students during practica sessions.

Professional Liability Insurance

As a School Psychology graduate student, you have chosen to enter a profession that may involve interactions with people in sensitive, emotionally charged situations. In today's litigious society, people may file lawsuits even when allegations are unjustified. Even though you are a graduate student, you are not exempt from being sued. Therefore, it is imperative that you carry some form of professional liability coverage.

The university requires and automatically provides liability insurance for specific courses of a clinical nature. Graduate students enrolled in classes where this insurance requirement applies will be billed by the university after the beginning of the semester. For students in school psychology, you can expect to have insurance for all semesters enrolled in the program.

Not everything is covered by professional liability insurance; some *exclusions* include:

1. dishonest, fraudulent or criminal acts;
2. fines, penalties and punitive damages;
3. failure to be properly licensed or certified in accordance with the state laws;
4. engaging in another profession, the ownership, operation or management of any business enterprise, counseling, or clinic; and
5. other liability exposures (including personal, general and tenants liability).

General Use of the Center

The center offers a wide variety of services in the areas of counseling and psycho-educational assessment.

Counseling Service

The CCDS provides services to clients from September through December and February through May. Clients may receive counseling for one full semester, or a maximum of 14 separate sessions. Referrals to other agencies are offered to those clients who cannot receive counseling due to a shortage of Center space, or when a client needs more care than the Center can provide. The current fee for counseling services is \$75.00 per semester.

The CCDS offers a range of individual and group counseling services. School psychology graduate students provide individual counseling services for children, adolescents, and families. Occasionally, school psychology graduate students meet with individual adults, usually for consultation on parenting issues. Typical referrals address family and school problems including depression, stress, anxiety, and social difficulties. Graduate students in other departments offer educational, career, and vocational rehabilitation services through individual counseling, as well as group, family, and couples services. Separation and divorce issues, as well as communication and relationship difficulties, are typical areas in which the center provides counseling help.

The clinic consists of rooms for individual counseling and two family counseling rooms. Art and play therapy items are also available for younger children's counseling sessions. Graduate students are supervised by program faculty. Before being allowed to provide these services to clients, school psychology students are required to carry an individual professional insurance policy.

Assessment Service

Psycho-educational assessment services are available from September through December and February through May. Referring concerns typically include learning, social, emotional and behavioral difficulties in children and adolescents. The CCDS also provides assessments for eligibility into Gifted and Talented Education (GATE) programs. Occasionally, an adult is assessed, typically for previously undiagnosed learning disabilities. Learning disabilities assessment fees are currently \$200.00 and GATE identification fees are currently \$75.00. The learning disabilities assessments usually take two 2 hour sessions to complete, while GATE assessment typically takes one 2 hour session. Services are provided by appointment only, and there is usually a waiting list. Graduate students are supervised by program faculty. Before being allowed to provide these services to clients, school psychology students are required to carry an individual professional insurance policy.

Rooms and Equipment

Both the counseling and testing facilities in the CCDS are equipped with various amenities. A brief description of the available facilities follows:

- **Rooms.** There are 12 rooms in the CCDS. The rooms are equipped with the capacity to tape a session, both auditory and video. Each room has two to three chairs and one table. Clients should be seated with their backs against the mirror to minimize the distraction of a reflection in the one-way window and to facilitate the instructor's viewing of students' assessment techniques.

- **Observation Room.** The observation tunnel is a corridor between the 12 rooms with 6 on each side. It is used by students and instructors to observe counseling/testing sessions. The room consists of one-way mirrors and headphones thus allowing observers to see and hear sessions without distracting the counselors and clients. No food is allowed in this room. Curtains to other rooms need to be closed to ensure privacy and the lights should be kept off at all times.
- **Equipment Room.** This room is located one door down from the CCDS office. It houses the audio taping console which is primarily utilized by the counseling students. The students will provide their own high quality 120-minute cassettes if needed for their individual courses. When using the audio-tape console, simply push the power button on, and then push record and play for the room desired. (Note: the headphones in the observation room only work when the recording console is activated for the specific rooms.) Video taping is also available in the center. Students provide their own tapes for videotaping. To schedule videotaping, contact one of the student assistants one week in advance.
- **Group Room (423).** This room consists of chairs and pillows. This can be used for group/family counseling or student discussion groups.
- **Large Room (425).** This room is usually used by instructors and students in order to discuss cases before and after counseling/testing. It is also an alternate room in which to do group and family counseling.
- **Testing Materials.** Most testing items can be found either in the file cabinet or large storage cabinets in the rear of the Center. These cabinets remain locked when a class is not in session. The cabinets contain testing kits (e.g., IQ tests) and the file cabinet contains the accompanying protocols.

Dos and Don'ts

Do these things!

1. Talk quietly while in the observation room.
2. Keep the light off in the observation room.
3. Keep testing table clear of irrelevant material.
4. Keep a comprehensive list of references and resources as they are recommended by your professor.
5. Call and remind families of the appointment.
6. Fill out necessary paper work as soon as possible.
7. Be early to sessions.
8. Practice tests before you administer them.
9. Leave reports and protocols in the CCDS when finished.
10. Clean up your room when done, including folding your table unless another clinic is following you.
11. Have tissue in the room.
12. Take breaks when testing.
13. Have insurance before you start to counsel or before you begin to test.

14. Have stickers or a small reward for the children you test.
15. Check with your supervisor if you have any questions or concerns.
16. Have all protocols and test equipment ready.
17. Bring high quality cassette tapes to the session (90 or 120 minutes).
18. Have the report ready for the parent conference.
19. Give parents a copy of the report or have one mailed no later than one week after the conference.
20. Take video tapes out of the center for one week only.

Don't do these things!

1. Eat or chew gum while with a client.
2. Give your home or cell phone number to clients.
3. Take client records out of the clinic, except the protocols you are working on.
4. Be late for sessions.
5. Let the child sit in the waiting room for a long time while conducting the parent interview.
6. Leave your room late so that the next examiner has to wait.

Child Safety

While children are in the clinic, we are responsible for their safety until the parent returns. Therefore, no child should be left alone in the waiting room unless office staff is informed and available to observe the child. For some children (e.g., those who are especially young and/or anxious), it may not be appropriate to wait alone, even if the office is staffed. In addition, children need to be accompanied anytime they leave the clinic. If you are taking a child of the opposite gender to the restroom, wait outside the restroom door for the child.

The Counseling Practicum

The CCDS will provide each student with an orientation handbook. This is to be used in conjunction with EDS 440 - Practicum in Individual Counseling/School Psychology. (NOTE: EDS 241, Counseling/Psychotherapy for School Psychologists, must be taken concurrently with EDS 440.)

The handbook contains policies and procedures as well as legal and ethical standards of mental health practice. During your individual counseling practicum, your supervisor will provide you with instruction, feedback, and guidelines. It is your responsibility to understand your role as the counselor in a mental health agency. By familiarizing yourself with the policies and procedures listed in the handbook, your transition to counselor should be a smooth one. The following is a brief description of the topics covered in the Orientation Handbook for the Community Counseling Center and School Diagnostic Clinic.

The handbook begins with a section on general information such as the CCDS's address, phone number, hours, staff, and fees. Next it describes who will make initial and on-going appointments, how long and how often to schedule appointments, what to do if you are unable to keep your appointment, and what to do if your client does not keep his or her appointment. The

handbook discusses attendance policies, communication between client, counselor and the center, the atmosphere of the center, and the limits of the CCDS services.

The counselor's personal responsibilities include reading and signing the Statement of Understanding and Responsibility (this explains conditions regarding confidentiality, supervision requirements, and liability protection), and acquiring liability insurance prior to client contact (see insurance requirements in practicum handbook).

The counselor is required to maintain chart and clinical records for each client, which includes having the client review the Informed Consent Agreement form and reading and signing the Counselor Trainee Release of Information form. The counselor is responsible for completing Client Attendance records each week, entering progress notes after each session, completing Client Intake and Assessment forms before termination, and indicating a reason for each client's termination. The counselor is also responsible for submitting all written materials that have been reviewed and signed by faculty before they are placed in the permanent chart. The counselor must note in the chart the client's attendance and specific requests for the following week's appointment (i.e., request for video and special rooms). The counselor must call "no-show" clients, review missed appointments, and schedule the next appointment if appropriate.

If planning to make audio tapes, check the equipment prior to the session to ensure that everything is functioning. (NOTE: it is necessary to erase the tapes at the end of the semester). If you decide to video tape the session, remember that the video tapes can be checked out for viewing for one week. Books can be checked out overnight. Play therapy toys are to be checked out before the session and returned immediately after the play therapy session.

It is crucial that you obtain the orientation handbook, so that you will be familiar with the CCDS's policies and regulations, liability, and your responsibilities. This will enable you to feel more comfortable in your role as the counselor.

Assessment Practica

The Cognitive Assessment class (EDS 242) has a laboratory requirement of 4 units (EDS 242 B) in addition to the lecture class (EDS 242 A). This lab meets in the CCDS. The lab involves assessing children to determine whether or not they are eligible for GATE programs. You will be administering intelligence tests. Your instructor will provide further information in the syllabus for the class.

You are also required to take an assessment practicum (EDS 243) concurrently with EDS 244, Social, Emotional, and Behavioral Assessment; and with EDS 247, Assessment of Special Needs. These are the third and fourth classes in the assessment sequence and generally are taken during the third and fourth semesters for full-time students. Thus, EDS 243 will be taken for two semesters.

During the first semester of EDS 243, you will assess four clients who have been referred due to school-related learning problems and two children for GATE eligibility. You will be utilizing

various achievement, cognitive processing, and/or social/emotional tests in addition to the testing instruments you already learned in your first practicum.

The final assessment practicum is taken in conjunction with the course Assessment of Special Needs (EDS 247). As in the previous practicum, you will be assessing children who have been referred due to school-related problems. You will complete 4 assessments in the clinic, and 2 assessments in your field placement. It is expected that you will achieve a more sophisticated level of assessment and interpretation during this practicum. In addition, you are expected to explore a variety of different instruments and approaches to assessment. It is important to both become proficient at administering and interpreting certain commonly used tests and also conversant with a wide range of assessment instruments. All of your testing skills will be integrated in this practicum, as this will be your last and most comprehensive assessment practicum. After this practicum you should be well equipped to begin an internship. It is important that your supervisor feel confident about your assessment skills by the end of the practicum.

Assessment Instruments

Because time is limited, testing sessions can be very busy. Consequently, organization, efficiency, and preparation are crucial. In order to be more organized and efficient, you must prepare thoroughly for each testing session. In preparation, there are certain tools that are necessary for the sessions. You will need the appropriate test manual and protocol, as well as any other materials the manual may suggest. Always have a few pencils and erasers, scratch paper for notes, a clock, and a stopwatch. It is a good idea to have tissues for an emotional client or one with a cold. Although not a required practice, some school psychologists find it helpful to have rewards for the children once they have completed their assessment sessions. These rewards may include items such as pencils, pens, erasers, small notepads, small toys, stickers, trading cards, etc. You can decide if you want to use rewards, which ones will be the most convenient for you, and the most rewarding for the child. Many psychologists also find it handy to have some healthful snacks available for a child who may come to the CCDS hungry. Before providing a snack, always check with the family to obtain their consent and check for possible food allergies.

Check-out Procedures for Testing Materials

Testing materials can be checked out of the CCDS. It is preferred that School Psychology students utilize their own time to visit the CCDS and familiarize themselves with the materials. However, materials can be checked out under certain conditions. *Materials cannot be checked out when they will be needed by a class; a test kit can never be checked out if it is the "last" or "only" kit of its type in the clinic.* The success of the clinic experience for all involved is highly dependent on careful adherence to these rules. In addition, faculty may check-out tests to demonstrate in class; however, these kits must be returned as soon as possible.

Tests are available for check-out from **Thursday evening at 4 p.m. until Tuesday morning at 8:00 a.m.** All test check out must be done under the supervision of office staff or faculty. You will find the sign out sheet located in the CCDS office. When checking out testing materials, be sure to write your name, phone number and the date checked out. Upon returning the testing

materials, the office staff will record the return date and the materials returned. **Your test check out privilege will be lost for the semester should you fail to return a test on-time.**

If there is only one copy of a test, it cannot be checked out (unless specifically authorized by a faculty member for a time-limited reason such as a class presentation). All students can assume that it is possible to come to the clinic and score an assessment; in order to provide that assurance, a copy of all tests must be readily available at all times.

Since there are a limited number of testing kits/protocols, they must be shared by the students. They will often be needed by two or more people on the same day. Remembering that some materials must be shared, it is important to make arrangements with your peers so that everyone is able to use the testing materials. A suggestion is to stagger your testing times (especially for a particular test) either on the same day or on alternate weeks. If you are the first to administer a test during clinic, administer the shared test as early in the day as possible, then place the test outside your room as soon as it is completed so that someone else may use it. It is the student's responsibility to let the office staff know if he/she has passed checked out materials on to someone else.

Legal Issues

This portion of the manual concerns consent and confidentiality issues within the CCDS. Due to the sensitive nature of both the clinic and counseling practica, it is extremely important to understand the Center's policy concerning consent forms, confidentiality issues, and appropriate record keeping procedures.

Clinic/Testing Practicum Consent and Agreement Forms

There are two separate consent forms used within the clinic practicum to accommodate children and adult clients. It is the student's responsibility to make sure these forms are completed by the client before consultative services are provided.

The *Adult* Consent/Agreement Form consists of the following:

- (a) A request by the client for an educational and psychological assessment from the CCDS (including interviews and psychological tests).
- (b) Acknowledgment that the CCDS cannot release client information without consent from the client.
- (c) Clarification that the personnel involved with the testing are School Psychology students under direct supervision of qualified faculty.
- (d) Acknowledgment that client sessions may be audio or video- taped, as well as observed by faculty supervisors and students enrolled in the practicum.
- (e) An explanation that all information gathered in the practicum is confidential within the practicum group, and cannot be released without client consent.
- (f) Clarification that the client's session time may be assigned to other clients if the client misses an appointment or fails to notify the center twenty-four hours in advance when unable to attend a session.

The *Child Assent/Agreement Form* includes all of the items in the *Adult Consent/Agreement form*, plus two additional (optional) components:

- (a) Consent by the parent or guardian for C.S.U.S. personnel to contact and obtain information from their child's teacher and/or principal; and
- (b) Authorization by the parent/guardian for C.S.U.S. to release information to their child's school.

Counseling Practicum Consent and Agreement Forms

There are four separate consent forms provided by the CCDS which pertain to the Counseling practicum:

- (a) the Informed Consent Form;
- (b) the Emergency Treatment Release;
- (c) a counseling verification document; and
- (d) the Authorization for Release of Information Form.

The Informed Consent Form consists of the following:

- (a) acknowledgement by the client that the counselors in the Center are graduate students, training in different counseling fields;
- (b) explanation that the counseling provided by the CCDS is not guaranteed to improve the client's life and/or social relationships;
- (c) acknowledgement by the client that experiences in sessions may be difficult and uncomfortable at times;
- (d) clarification that sessions may be audio and/or video-taped, and may also be shared with supervisors and other students within the practicum (including session notes);
- (e) clarification that the counselor must keep all information from the sessions strictly confidential within the practicum;
- (f) explanation that the counselor may be required to reveal certain information when: the client reveals information which leads the counselor to think that the client may physically harm him/herself or others; the client reveals information showing that the client is involved in situations concerning child, dependent, or elderly abuse or neglect, or episodes where the client is or has been a victim of such abuse or neglect; the client reveals information exposing civil or criminal court actions in which the client is currently involved, or may be involved in the future, which could cause the counselor to be subpoenaed;
- (g) confirmation which states that two missed sessions or cancellations on the client's part, could cause the CCDS to give the session time to another client.

The client also agrees to inform the CCDS 24 hours in advance when canceling sessions.

The Emergency Treatment Release Form is completed by the parent or guardian for minors. It gives the CCDS staff permission to admit minor clients to the CSUS Student Health Center for treatment, if a medical emergency arises during a counseling session.

The Counseling Verification document confirms client attendance and participation in counseling sessions at the CCDS, and the dates of the first and last sessions. The form also clarifies whether or not the client had satisfactory attendance and participation in the sessions.

The Authorization for Release of Information Form allows information concerning the client to be released from CSUS to a designated agency, as well as allowing information from a specific agency to be released to CSUS.

Confidentiality Issues

The CCDS's consent forms make it clear that the information shared between the clients and the Center's personnel is strictly confidential and should only be discussed with fellow practicum students, and supervising instructors. However, confidentiality may be broken if the client is suicidal, or is an instigator or victim of child, dependent person, or elderly abuse or molestation. Confidentiality must be breached when the client poses a serious or imminent danger of violence to self or another. When this occurs, the counselor must exercise reasonable care to protect the possible victim from any harm or danger. If such circumstances arise, which raise questions concerning the possible or imperative breach of confidentiality, be sure to first consult with the supervising instructor of your practicum and she or he will be able to advise you on any actions that may need to be taken. Some steps that will help to ensure confidentiality between client and counselor include:

1. Do not discuss client cases outside of the center.
2. When contacting clients by phone, do not state your counseling status unless you are speaking directly to your client (e.g., do not state your counseling status when leaving phone messages or when speaking with roommates of your client).
3. Document counseling notes and test protocols only when you are in a counseling/testing cubicle in the center.
4. When listening to counseling session audio tapes or viewing video tapes, be sure to do so in privacy.
5. When using reports, protocols, or case notes in classes and presentations, be sure to black out the client's name throughout the document to ensure anonymity.
6. At the end of each counseling/assessment practicum, you will be required to destroy all client identifying information you may possess. You will be asked to sign a statement that you have done so.
7. When consulting with your supervisor regarding any client data, be sure to remove any and all identifying information from data that is shared electronically.

Records

The CCDS has locked file cabinets where confidential documents, completed test protocols, and client case information can be kept. After documenting test protocols and/or counseling case notes, practicum students should keep these records in the CCDS's files, to ensure their confidentiality. Once filed in the Center, the documents will be kept for 5 years. Most client documents are destroyed when they reach the 5-year time duration. Test protocols are also private documents and are kept in the locked files within the CCDS. To further ensure the

security of these testing documents, the CCDS's policy states that no testing protocols may be released to the public. Should a parent request test protocols, either for themselves or another mental health professional, consult with your supervisor.

OPTIONS FOR CULMINATING EXPERIENCE

OPTIONS FOR CULMINATING EXPERIENCE

To earn your Master's degree you must complete one of two culminating experiences. These experiences are designed to assess your ability to engage in scholarly activity. Each experience has a slightly different focus. Following are brief descriptions of each of the possibilities:

- *Comprehensive Exam.* Students opting to participate in the comprehensive examination as their culminating experience are required to take the *Praxis School Psychology exam* (and obtain a scores of at least 150) and to enroll in EDS 249 (typically offered during spring semester of their second year). During the semester students meet with the instructor and other school psychology students taking this course. Over the course of the semester students engage in activities designed to prepare them for the Case Study examination, which takes place at the end of the semester. At the end of the semester you will take a 6 hour exam in which you will respond to a case study issue. The purpose of the exam is to assess your understanding of how to apply school psychology principles and knowledge to practice.
- *Masters Project.* Students opting for this experience enroll in EDS 541, generally during first or second semester of the second year. It is reasonable to expect you will need two semesters to finish a project. Projects require a scholarly approach to a practical problem. For example, you may develop a curriculum or handbook as part of a project. To do so, you would need to review the literature (though less than for a thesis) and provide background information on your project (e.g., importance, purpose, rationale, methods) in APA format. Other projects have included development of a website, a pilot implementation of a social skills program, and development of electronic resources for school psychologists. This option allows you to develop something that will be of practical use to the field.

Deciding which option is best

We expect that most students will opt for the Exam as a culminating experience.

To earn your Ed.S. degree you must complete one of two culminating experiences. These experiences are designed to assess your ability to engage in scholarly activity. Each experience has a slightly different focus. Following are brief descriptions of each of the possibilities:

- *Ed.S Project.* Students opting for this experience enroll in EDS 542, during second semester of the third year. Projects require a scholarly approach to a practical problem. For example, you may develop a curriculum or handbook as part of a project. To do so, you would need to review the literature (though less than for a thesis) and provide background information on your project (e.g., importance, purpose, rationale, methods) in APA format. Other projects have included development of a website, a pilot implementation of a social skills program, and development of electronic resources for school psychologists. This option allows you to develop something that will be of practical use to the field.
- *Ed.S. Thesis.* Students choosing to do a thesis enroll in EDS 540 generally during second semester of the third year. A thesis requires that you have a specific question you wish to

address. As part of a thesis you will most likely be collecting and analyzing data to provide information regarding a scholarly question you have posed. A thesis requires the author to engage in a review of the literature as well as provide the reader with complete information on the purpose of the thesis, the methods of data collection, and the results. The thesis must also be written in APA format following departmental guidelines. This option allows you to explore one topic in depth.

When to enroll

M.A. You must complete a reservation form for, EDS 541, or EDS 249 in the semester prior to taking these courses. **The reservation form requires that you have selected your topic and committee chair if you are doing a project It must be submitted to the department office, by the deadline, the semester prior to enrollment.** Prior to enrolling in these courses you also need to have been “*Advanced to Candidacy M.A.*” . Advancement to Candidacy forms are completed by you and signed by your faculty advisor. These forms are available in the department office and should be completed toward the end of your second semester in the program. .

Ed.S. You must complete a reservation form for, EDS 540 or 541 in the semester prior to taking these courses. The reservation form requires that you have selected your topic and committee chair if you are doing a project It must be submitted to the department office, by the deadline, the semester prior to enrollment. **Prior to enrolling in these courses you also need to have been *Advanced to Candidacy Ed.S.* Advancement to Candidacy forms are completed by you and signed by your faculty advisor. These forms are available in the department office and should be completed toward the end of your second semester in the program.**

FIELDWORK AND INTERNSHIP

The following portion of the handbook describes the differences between a *fieldwork* placement and an *internship* placement; it also describes the necessary steps to follow when you file for fieldwork and internship positions. It is designed to provide an overall description of what students are required to do during field placements. Although fieldwork and internship placements are similar in that they are both experiences in schools or school related agencies, you should be aware that they are also quite different.

Fieldwork vs. Internship:

You typically enroll in *fieldwork* (EDS 439) during your third and fourth semesters. Fieldwork experiences are designed for students who have not completed their sequence of instruction, so you will not initially be expected to be competent in assessment. Field placements let you gain experiences you have not had in a school setting; you can enroll in fieldwork more than twice so that you can work with children individually and in groups in a variety of settings and contexts. Several courses will take advantage of your fieldwork placement including *Functional Assessment* (EDS 240), and the spring semester Assessment Practicum (EDS 243). In addition, while enrolled in *fieldwork* you must attend a seminar that provides you with opportunities to discuss with your peers and University supervisor your fieldwork experiences. Our program plan requires you to complete a minimum of *four units*. While you may enroll in fieldwork more than twice, only four units of fieldwork experience may be counted toward your credential. A fieldwork activity log will be used to document field placement hours and types of experiences. A total of **200 hours** is required for course credit and is built into the total hours required for the credential. Some of the placements pay a stipend; however, this is not a requirement. Beginning in the fall of 2007, students were placed in a select few fieldwork placement sites.

You enroll in *internship* (EDS 441) during the last two semesters of the program, after all coursework is completed (with the possible exception of project, thesis or comprehensive examination). You will have completed four practica, one in counseling and three in assessment, and at least two semesters of fieldwork prior to functioning as an intern school psychologist in a school district (for a total of at least 450 practicum hours). Interns are expected to abide by the personnel policies of the district or agency. You are required to enroll in *30 units* of internship (15 units per semester).

An Intern Activities Log is used to document internship hours and experiences. The Internship requires a minimum of 1200 hours of supervised experience. Typically, these hours are obtained during one academic year; however, it is possible to complete them across two years. Unlike fieldwork placements (which are assigned by faculty), intern placements are mutually agreed upon by the university, the student, and the participating school district, county office, and/or agency. Internship agreements with partner school districts, county offices of education, and other agencies outline the respective responsibilities of interns, school districts, and the university. Forms regarding expectations are available on the program website.

Intern seminars are typically held bi-weekly with university supervisors. These seminars provide the opportunity for guided discussions in which students can process their experiences and

develop skills of collegial consultation. Interns and their school district supervisors complete the *Intern Evaluation Form* each semester. This document serves to alert students and their University supervisors to areas of strength and weakness and to any areas in which students are lacking experience. The evaluation is important in adjusting an internship experience to ensure that students attain desired competencies and explore a variety of different responsibilities.

Field experiences (both *Fieldwork* and *Internship*) are an integral part of our training program and are designed to complement and extend “classroom based” learning experiences. It is through field experiences and the processing of those experiences that you will integrate theory and practice and develop the skill of reflection. Activities such as response papers, self-reflections, focused projects, discussions, and individual debriefing will help you to learn more deeply from your field experiences.

Your *fieldwork* and *internship* positions should be varied to give you breadth of experience. It is your responsibility to make sure that you do assessments, consultations, and counseling. In addition, you must work at both the elementary and the secondary school levels. At the conclusion of all fieldwork and internship experiences, you should have completed at least 200 hours in at least three of the four settings within which the school psychology credential authorizes service (i.e., preschool, elementary school, middle school and high school). At least 10% of the students with whom you work must be from a socio-cultural group different from your own; our program is committed to cross-cultural experiences to give you competence in working with the diverse cultural groups that people California.

What To Do To Prepare For Either Fieldwork or Internship Placements

1. Obtain a cleared *TB Test* from the health center (or other medical facility). If you are using results from a previous test, they must be **within the last year**. You must submit the form to the department office.
2. Obtain a *Certificate of Clearance/Credential Application* from the Teacher Preparation and Credentials Center (TPAC) in the Education Building, Room 209 or 216 or online at <http://edweb.csus.edu/tpac>. This ensures that there are no legal barriers to prevent you from working with children. You must fill out the application and go to the Department of Justice or Sheriff's Office to be fingerprinted. Your application and your fingerprints will be investigated by the Department of Justice. A fee is charged for this process. **Due to processing time, you must complete application and fingerprinting the semester before a field placement.**
3. Complete the *Fieldwork/Internship Expectations Agreement form* with your Fieldwork/Internship coordinator. Before the start of the internship you also need to complete and obtain faculty signatures on the Internship Plan form.
4. During registration (through MySacState), you must enroll in the appropriate course. If you register for fieldwork, enroll in EDS 439 for two units in the first semester and two units in

the second semester. If you register for internship, enroll in EDS 441 for 15 units in the first semester and 15 units in the second semester.

You are responsible for keeping track of all your fieldwork and internship placement hours. Go to <http://www.csus.edu/indiv/b/brocks/> and follow the link to School Psychology Internship & Fieldwork for copies of the appropriate documentation forms. Additional copies of these forms are available from your university supervisor. You submit these forms to your University field placement supervisor regularly during the semester. It is a good idea for you to keep your own photocopies of documented hours; have your supervisor sign the original and the photocopy.

Forms To File During Field Placement

1. Complete the *Hours Log* form. This documents hours by the week. Within this form, you are to indicate a weekly summary of activities performed, as well as comments or evaluations of the activities performed. It is to be signed by the supervising school psychologist who works with you.
2. At the end of each semester, you should have your field supervisor(s) fill out an *Intern Evaluation Form* or a *Fieldwork Evaluation Form*. These forms allow your supervisor to evaluate your progress in many areas. This form should be filed along with your documented hours.

Another important responsibility during any field placement is for you to hold regular meetings with your field supervisors to discuss relevant cases and issues.

Internship: Field supervisors should meet with interns at an average of two hours per week minimum. You may need more supervision in the beginning. By the end of your internship you should be ready to function with minimal supervision.

Fieldwork: Fieldwork students should also meet regularly with their field supervisor. However, the same number of hours of supervision may not be required.

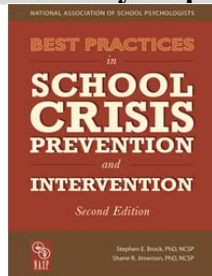
Faculty members will notify you of available placements each year.

SCHOLARSHIP AT CSUS

Scholarship

The CSUS School Psychology Training Program is a specialist level program. As such its primary focus is on the development of applied skills. Nevertheless, the school psychology faculty strives to provide students with opportunities for academic scholarship and is motivated to assist those students who wish to advance to doctoral level studies. Students interested in such scholarship should talk to a faculty member who shares one of their areas of interest. To provide a sense of school psychology program faculty interests, the following list offers books that faculty have published:

Books by Stephen E. Brock, Ph.D., NCSP, LEP, Professor, Program Coordinator



Brock, S. E., & Jimerson, S. R. (Eds.). (2012). *Best practices in school crisis prevention and intervention* (2nd ed.). Bethesda, MD: National Association of School Psychologists.



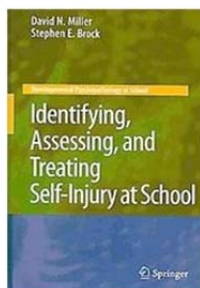
Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2012). 识别评估和治疗: 中小學生創傷後應激障礙 [*Identifying, assessing, and treating posttraumatic stress disorder at school*]. (H. Tingting & X. Qian, Trans.). Beijing, China: China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2009).



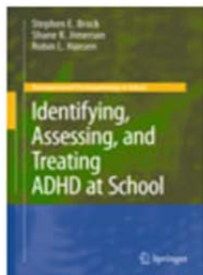
Miller, D. N., & Brock, S. E. (2012). 识别评估和治疗: 中小學生自傷問題 [*Identifying, assessing, and treating self-injury at school*]. (T. Suquin & H. Zijuan, Trans.). Beijing, China: China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2010).



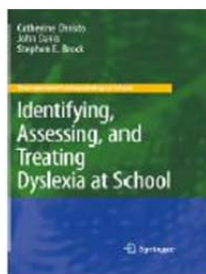
Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2012). 识别评估和治疗: 中小學生注意缺陷多動障礙 [*Identifying, assessing, and treating attention-deficit/hyperactivity disorder at school*]. (T. Chuan & S. Yu, Trans.). Beijing, China: China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2009).



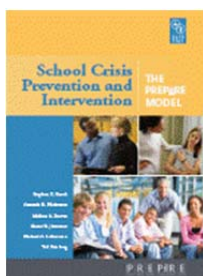
Miller, D. N., & Brock, S. E. (2010). *Identifying, assessing, and treating self-injury at school*. New York, NY: Springer.



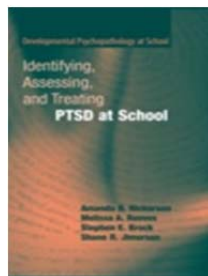
Brock, S. E., Jimerson, S. R., & Hansen, R. (2009). *Identifying, assessing, and treating ADHD at school*. New York, NY: Springer.



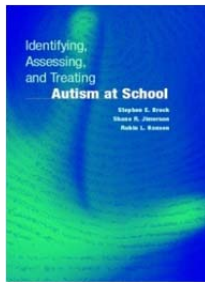
Christo, C., Davis, J., & Brock, S. E. (2009). *Identifying, assessing, and treating Dyslexia at school*. New York, NY: Springer.



Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R., & Feinberg, T. (2009). *School crisis prevention and intervention: The PREPaRE Model*. Bethesda, MD: National Association of School Psychologists.



Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2009). *Identifying, assessing, and treating PTSD at school*. New York, NY: Springer.



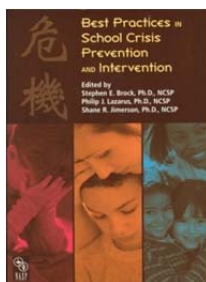
Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2006). *Identifying, assessing, and treating autism at school*. New York, NY: Springer.



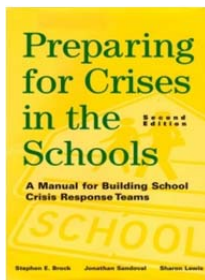
Brock, S. E., Sandoval, J., & Lewis, S. (2006). 学校心理学による問題対応マニュアル—学校で起きる事件・事故・災害にチームで備え、対処する [*Preparing for Crises in the Schools: A manual for building school crisis response teams*]. (R. Imada & Y. Yoshida, Trans.). Tokyo, Japan: Seishin Shobo.



Brock, S. E., Sandoval, J., & Lewis, S. (2005). Διαχείριση κρίσεων στο σχολείο: Εγχειρίδιο για τη δημιουργία ομάδων διαχείρισης κρίσεων στο σχολείο [*Preparing for crises in the schools: A manual for building school crisis response teams*] (2 nd ed., C. Hatzichristo Ed., E. Theoharakis, Trans.). Athens, Greece: Tipothito.



Brock, S. E., Lazarus, P. J., & Jimerson, S. R. (Eds.). (2002). *Best practices in school crisis prevention and intervention*. Bethesda, MD: National Association of School Psychologists.

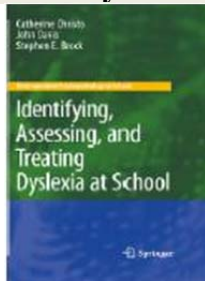


Brock, S. E., Sandoval, J., & Lewis, S. (2001). *Preparing for crises in the schools: A manual for building school crisis response teams* (2 nd ed.). New York, NY: Wiley.



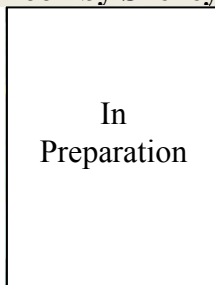
Brock, S. E., Sandoval, J., & Lewis, S. (1969). *Preparing for crises in the schools: A manual for building school crisis response teams*. Brandon, VT: CCPS.

Book by Cathi Christo, Ph.D., NCSP, LEP, Professor



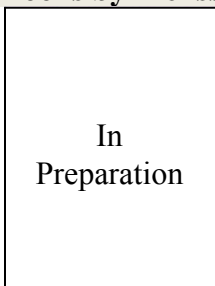
Christo, C., Davis, J., & Brock, S. E. (2009). *Identifying, assessing, and treating Dyslexia at school*. New York, NY: Springer.

Book by Shelley Hart, Ph.D., NCSP, Lecturer

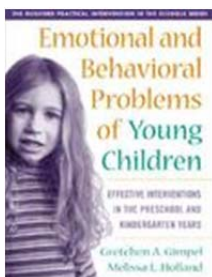


Hart, S., Brock, S. E., & Tang, I. (in preparation). *Identifying, assessing, and treating bipolar disorder at school*. New York, NY: Springer.

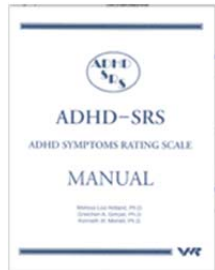
Books by Melissa L Holland, Ph.D., Lecturer



Gimpel, G. A., & Holland, M. L. (in preparation). *Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years* (2nd ed.). New York, NY: Guilford Press.



Gimpel, G. A., & Holland, M. L. (2003). *Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years*. New York, NY: Guilford Press.



Holland, M. L., Gimpel, G. A., & Merrell, K. W. (2001). *ADHD symptoms rating scale*. Lutz, FL: PAR.

One of the more consistent ways we support academic scholarship is by supporting student presentations at state (CASP) and national (NASP) conferences. In addition, the school psychology faculty often invites students to participate in the writing of scholarly publications. The following is a partial listing of current and former CSUS School Psychology student involvement in refereed/invited state and national conference presentations

Lucas Anderson and Becky Wylie

Anderson, L., & Wylie, B. (2010, March). *School wide positive behavior supports: Where to start?* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Megan Andrew and Jennifer Lausier

Andrew, M. E., & Lausier, J. A. (2011, February). *Developing a caregiver training as a school crisis intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Andrew, M. E., & Lausier, J. A. (2011, February). *Crisis intervention in schools: The PREPaRE Model*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Maricela Avelar

Avelar, M. (2011, February). *Disproportion of cultural and linguistically diverse students in special education*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

April Blazer, Hillary Noyes, and Chelsi Burgess

Blazer, A. L., Noyes, H. A., & Burgess, C (2008, March). *Bullying intervention programs in elementary schools*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Lauren Bolnik

Bolnik, L., & Brock, S. E. (2005, March). *The effects of crisis intervention work on school psychologists*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Misty Bonta, Sherry Jankans, Liana Lopes, and Delia Villasenor

Bonta, M., Jankans, S., Lopes, L., & Villasenor, D. (2008, March). *Self-injury interventions for school psychologists*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Erin Camp and Anny Wu

Camp, E. A., & Wu, A. (2008, March). *Girl power: Self-esteem group curriculum for 5th grade girls*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Carolyn Chang

Christo, C., Chang, C., & Leaman, S. (2004, March). *Using CBM for progress monitoring in regular and special education*. Workshop presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Carolyn Chang, Adinda Pitz, and Vanessa Gatewood

Brock, S. E., Chang, C., Poitz, A., & Gatewood, V. (2005, March). *Autism spectrum disorders (Part 2): Diagnostic assessment and the psycho-educational evaluation*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Carolyn Chang and Vanessa Gatewood

Brock, S. E., Chang, C., & Gatewood, V. (2005, April). *The identification of autism spectrum disorders*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Danielle Christy

Christo, C., & Christy, D. (2007, March). *Research update: From reading readiness to reading disability*. Workshop presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Brandi Clovis, Shawna Leiber, Will Randell, Maricela, Rivera, and Kristi Sanders

Cooley, L., Clovis, B., Leiber, S., Randell, W., Rivera, M., & Sanders, K. (2006, March). *Solution-focused counseling: Creative approaches with you (K-4) children*. Paper presented at the annual meeting of the California Association of School Psychologists, Monterey, CA.

Christa Cummings

Christo, C., Cummings, C., & Hunter, D. (2004, March). *Overview of computer based early reading interventions*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Christa Cummings and Maria Puopolo

Cummings, C., Brock, S. E., & Puopolo, M. (2003, April). *Using observations, interviews, and rating scales to identify antecedents of problem behaviors*. Paper presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Christa Cummings and Jason Seiver

Brock, S. E., Cummings, C. A., & Seiver, J. (2004, March). *A behavioral intervention for increasing on-task behavior*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Julie Davis

Davis, J. (2007, March) *Psychotherapeutic interventions for children suffering from PTSD: Recommendations for school psychologists*. Paper presentation at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Sondra Deurloo, Danielle Harrington, and Jonathan Tennisson

Deurloo, S. C., Harrington, D. N., & Tennisson, J. D. (2011, February). *Parent involvement in reading*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Jennifer Diggins, Jamie Farr, Erica Nehrer, Mike Slone, and Cory Snow

Cooley, L., Diggins, J., Farr, J., Nehrer, E., Slone, M., & Snow, C. (2002, March). *Solution-focused counseling: Creative approaches with young children*. Paper presented at the annual meeting of the California Association of School Psychologists, Sacramento, CA.

Marianne Dubitsky, Gabby Macias, and Cynthia Quintero

Dubitsky, M., Macias, G., & Quintero, C., T. (2009, March). *Change your focus: Solution-focused brief therapy in the classroom*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Vaanesa Gatewood

Christo, C., & Gatewood, V. (2004, March). *What works: An overview of reading intervention programs*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.

Tiffany Goodson

Christo, C. & Goodson, T. (2009, February). *Choosing the 'best' interventions*. Paper presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Christo, C. & Goodson, T. (2009, March). Framework for reading skills analysis. Poster presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Tiffany Goodson, Jennifer Iacuniello-Mullen, and Chase Moore

Goodson, T., Iacuniello, J., Moore, C., & Christo, C. (2009, March). *Framework for reading skill analysis*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Goodson, T., Iacuniello, J., Moore, C., & Christo, C. (2009, March). *Useful reading assessments within an RTI model*. Panel presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Christo, C., Goodson, T., Iacuniello-Mullen, J., & Moore, C. (2009, February). *Useful reading assessments within an RTI model*. Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Bethany Grove and Melanie Searls

Brock, S. E., Grove, B., & Searls, M. (2008, February). *The identification, assessment, & treatment of ADHD*. Mini-skills session presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Bethany Grove, Melanie Searls, and Ellie Martinez

Brock, S. E., Grove, B., Searls, M., & Martinez, E. (2008, March). *The identification, assessment, and treatment of ADHD*. Workshop presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

John Michael Gomez and Natalie Cyhanenko

Gomez, J. M., & Cyhanenko, N. (2009, March). *Intervention outcomes for students with emotional disturbance and behavior problems*. Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Cyhanenko, N., & Gomez, J. M. (2009, March). *Cyberbullying: What Schools can do to Prevent and Intervene*. Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Amanda Handleson and Lauren Pape

Handleson, A., & Pape, L. (2009, March). *Differentiated instruction for the gifted student in the general education classroom*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Shelley Hart

Brock, S. E., & Hart, S. (2004, March). *Helping the student with ADHD in the classroom*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.

Brock, S. E., & Hart, S. (2005, April). *Suicidal ideation and behaviors*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Brock, S. E., & Hart, S. (2006, March). *School suicide prevention: The school's response to the student suicide*. Mini-skills session presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.

Christo, C., & Hart, S. (2004, March). *Measurement matters*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.

Hart, S., & Brock, S. E. (2008, March). *Bipolar disorder: How to differentiate it from other disorders*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Hart, S., & Brock, S. E. (2009, March). *Treatments and interventions for youth with bipolar disorder*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Summer Henney and Alex Weathers

Henney, S. R., & Weathers, A. S. (2011, February). *Using bibliotherapy to address bullying in schools*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Ellie Martinez

Cooley, L., & Martinez, E. (2009, March). *Emotional disturbance: Current dilemmas examined*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Martinez, E., & Brock, S. E. (2007, April). *Suicide postvention*. Paper presented at the annual meeting of the National Association of School Psychologists, New York, NY.

Luis Madrigal and Rondy Yu

Madrigal, L., & Yu, R. (2009, March). *Factors influencing parental involvement in schools*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Melissa Munoz and Wani Bhatti

Munoz, M., & Bhatti, W. (2009, March). *Perceptions regarding school psychologists among parent of student diagnosed with autism*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

LLecenia Navarro and Evelyn Teran

Brock, S. E., Navarro, L., & Teran, E. (2008, March). *The English to Spanish translation of psycho-educational materials for use during school crisis intervention*. Poster presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Megan O'Malley

Renshaw, T. L., Jimerson, S. R., Hart, S., & O'Malley, M. D. (2009, August). *Promoting positive peer relationships to reduce bullying: Student outcomes*. Poster presented at the annual convention of American Psychological Association, Toronto, Canada.

Brock, S. E., & O'Malley, M. (2005, March). *The nature and consequences of victimization*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Nickerson, A. B., Brock, S. E., O'Malley, M. D., Furlong, M. J., Demaray, M. K., Malecki, C. K. (2005, August). *Enhancing social support for victims of school bullying*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

Furlong, M. J., Brock, S. E., & O'Malley, M. D. (2005, December). *Peer victimization in schools*. Symposium presented at the California School Counseling Research Summit, San Diego, CA.

Megan O'Malley and Darren Husted

Christo, C., O'Malley, M. D., & Husted, D. (2006, March). *The joy of data*. Workshop presented at the annual meeting of National Association of School Psychologists, Los Angeles, CA.

Megan O'Malley

O'Malley, M. (2010, March). *Psychometric Analyses of The California School Climate Survey*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

O'Malley, M. (2010, March). *Interventions for Bullying at School: A Study of School Psychologists*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Andrea Opel and Sondra Deurloo

Opel, A. K., & Deurloo, S. C. (2012, February). *Variable populations and child find: Advancing the search*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Doris Pachenar

Brock, S. E., & Pachenar, D. (2006, February). *The assessment and diagnosis of attention-deficit/hyperactivity disorder*. Workshop presented at the annual meeting of the California Association of School Psychologists, Monterey, CA.

Joanna Pastor

Pastor, J. (2010, March). *Children becoming readers in a digital age*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Maria Puopolo, Christa Cummings, and Darren Husted

Brock, S. E., Puopolo, M., Cummings, C. A., & Husted, D. A. (2004, March). *Helping the student with ADHD in the classroom*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Caitlin Robles and Trisha Koch

Robles, C. C., & Koch, T. M. (2011, February). *Promoting the social and emotional wellness of students with learning disabilities*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Renee Rodriguez

Rodriguez, R., & Brock, S. E. (2009, March). *Manifestations, Symptoms, and Recommendations for PTSD*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Mary Scaffidi and Kimber Tzikas

Scaffidi, M. A., & Tzikas, K. C. (2012, February). *Prescription and over-the-counter drug abuse among students*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Michelle Schaughnesy, Erin Crosby, Michelle Zozaya, and Erin Moore

Schaughnesy, M., Crosby, E., Zozaya, M., & Moore, E. (2012, February). *Social skills interventions for students with autism*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Jason Sevier and Kelly Hourigan

Sevier, J., Hourigan, K., & Christo, C. (2005, April). *Comparing commonly used measures of phonological processing and rapid naming*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Mike Slone

Brock, S. E., & Slone, M. (2005, March). *Autism spectrum disorders (Part 1): Case finding and screening*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Mike Slone and Clarissa Tuttle

Brock, S. E., Slone, M., & Tuttle, C. (2007, March). *The psycho-educational assessment of students with autism spectrum disorders*. Workshop presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Katie Stoddard

Cooley, L., & Stoddard, K. (2007, March). *Overview of computer based early reading interventions*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Corey Tamblyn

Hass, M., Cooley, L., Eseltine, T., Jasinski, N., & Tamblyn, C. (2005, March). *Practical applications of a strength based approach to school psychology practice*. Panel presentation at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Hass, M., Cooley, L., Hunter, D., & Tamblyn, C. (2005, April). *Practical applications of a strength based approach to school psychology practice*. Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Hass, M., Cooley, L., Hunter, D., & Tamblyn, C. (2005, April). *Strength-based approaches to school psychology practice*. Panel presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Laurel Tanner and Shietel Chhana

Taner, L., & Chhana, S. (2010, March). *Emotional first aid: A classroom approach for teachers*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Catherine Teller and Danielle Harrington

Teller, C. A., & Harrington, D. N. (2012, February). *Building partnerships with schools through educational staff trainings*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Catherine Teller and Andrea Opel

Teller, C. A., & Opel, A. K. (2011, February). *Current trends in RTI practices in California*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Hung To, Yelena Novakovsky, and Luke Anderson

To, H., Novakovskiy, Y., Anderson, L., & Brock, S. E. (2009, March). *Understanding adolescent depression: Consulting with a parent*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

Kimber Tzikas and Stephanie Weckworth

Tzikas, K. C., & Weckworth, S. A. (2011, February). *Canine-assisted therapy in schools*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Delia Villasenor and Beth Hopper

Villasenor, D., Brock, S. E., & Hopper, B. M. (2008, March). *Bipolar disorder in the classroom*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.

Christy Byrne Yates

Cooley, L., & Yates, C. B. (2007, March). *Children in foster care: What school psychologists need to know*. Paper presented at the annual meeting of the California Association of School Psychologist, Los Angeles, CA.

Christy Byrne Yates, Francesca Corti, Heidi Linscheid, and Liana Lopes

Yates, C. B., Corti, F., Linscheid, H., & Lopes, L. (2008, March). *Transition skills for middle schoolers*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

Heather Wilson

Wilson, H. (2012, February). *Impacts of school readiness*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Jordon Wolf, Mary Scaffidi, and Amanda DeCarl

Wolf, J. S., Scaffidi, M. A., & DeCarl, A. R. (2011, February). *Individual crisis intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Natalie Zehnder, Kathy Gatten, and Elizabeth Crain

Zehnder, N., Gatten, K., & Crain, E. (2008, March). Art therapy for crisis intervention with elementary school children. Paper presented at the meeting of the California Association of School Psychologists annual convention, Burlingame, CA.

The School Psychology Program at CSUS also provides opportunities for student research, and many of our current and former students have authored scholarly publications. The following is a partial listing of student publications.

Lauren Bolnik

Bolnik, L., & Brock, S. E. (2005). The self-reported effects of crisis intervention work on school psychologists. *The California School Psychologist, 10*, 117-124. Retrieved May 2, 2008, from <http://education.ucsb.edu/school-psychology/CSP-Journal/index.html>

Christ Cummings

Brock, S. E., Christo, C., & Cummings, C. (2004). Time on task: Classroom strategies to increase learning time. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S3: 159-162). Bethesda, MD: National Association of School Psychologists.

July Davis

Brock, S. E., & Davis, J. (2008). Best practices in school crisis intervention. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (pp. 781-798). Bethesda, MD: National Association of School Psychologists.

Emily Flitsch & Jennifer Magnesi

Flitsch, E., Magnesi, J., & Brock, S. E. (2012). Social media and crisis intervention. In S. E. Brock & S. R. Jimerson (Eds.), *Best practices in school crisis prevention and intervention* (2nd ed.). Bethesda, MD: National Association of School Psychologists.

Tiffany Goodson

Goodson, T., Leung, B., & Hass, M. (2009, Spring). CASP Student Leadership Council convened at convention 2009. *CASP Today, 59*(2).

Bethany Grove and Melanie Searls

Brock, S. E., Grove, B., & Searls, M. (2010). ADHD: Classroom interventions. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S8H5-1 – S8H5-5). Bethesda, MD: National Association of School Psychologists.

Molly Harrison

Cooley, L., & Harrison, M. (2003). *Research summary Family resilience: Strengths forged through adversity. Communiqué.*

Shelley Hart

Hart, S. R., Jeltova, I., & Brock, S. E. (in preparation). *Identifying, assessing, and treating bipolar disorder at school.* New York: Springer.

Hart, S. R., & Brock. (in press). Suicide risk assessment. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators.* Bethesda, MD: National Association of School Psychologists.

Brock, S. E., Jimerson, S. R., & Hart, S. R. (2006). Preventing, preparing for, and responding to school violence with the National Incident Management System. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice* (pp. 443-458). Mahwah, NJ: Erlbaum.

Brock, S. E., Sandoval, J., & Hart, S. R. (2006). Suicidal ideation and behaviors. In G. Bear & K. Minke (Eds.), *Children's needs III: Understanding and addressing the developmental needs of children* (pp. 225-238). Bethesda, MD: National Association of School Psychologists.

Katie Knifton

Sandoval, J., Brock, S. E., & Knifton, K. (2012). School violence and disasters. In J. Sandoval (Ed.), *Handbook of crisis counseling intervention and prevention in the schools* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Ellie Martinez

Martinez, E., & Brock, S. E. (2008). Time on task. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia*. Detroit: Macmillan Reference.

Martinez, E., & Brock, S. E. (2010). Suicide prevention strategies for school personnel. In A. S. Canter, L. Z. Paige, & S. Shaw (Eds.), *Helping children at home and school III: Handouts for families and educators* (pp. S9H17-1 – S9H17-3). Bethesda, MD: National Association of School Psychologists.

Ellie Martinez, LLeцина Navarro, and Evelyn Teran

Brock, S. E., Martinez, E. L., Navarro, L., & Teran, E. (2010). Collaboration in school-based crisis intervention. In J. Kaufman & T. L. Hughes (Eds.), *The handbook of education, training and supervision of school psychologists in school and community. Volume II. Contemporary school psychology training: University/Field Collaboration* (pp. 263-289). London: Taylor Francis/Routledge.

Megan O'Malley

Brock, S. E., Nickerson, A. B., O'Malley, M. D., & Chang, Y. (2006). Understanding children victimized by their peers. *Journal of School Violence*, 5(3), 3-18.

Jimerson, S. R., Renshaw, T. L., Stewart, K., Hart, S., & O'Malley, M. (2009). Promoting school completion through understanding school failure: A multi-factorial model of dropping out as a developmental process. *Romanian Journal of School Psychology*, 2, 12-29.

Nickerson, A. B., Brock, S. E., Chang, Y., & O'Malley, M. D. (2006). Responding to children victimized by their peers. *Journal of School Violence*, 5(3), 19-32.

O'Malley, M.D. (in press). Prevailing interventions for peer victimization. *The California School Psychologist*.

Renshaw, T. L., & O'Malley, M. D. (2009). Toward ecological assessment: Advancing the "right science" in school psychology. *School Psychology: From Science to Practice*, 1(2), 5-9.

Maria Puopolo, Christa Cummings, and Darren Husted

Brock, S. E., Puopolo, M., Cummings, C., & Husted, D. (2004). ADHD: Classroom interventions. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S8: 25-28). Bethesda, MD: National Association of School Psychologists.

Annie Riffey

Brock, S. E., & Riffey, M. A. (2010). Responding to suicidal ideation and behavior at school. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9H16-1 – S9H16-3). Bethesda, MD: National Association of School Psychologists.

Christina Saad and Quinn Ballard

Brock, S. E., Saad, C., & Ballard, Q. (2012). Natural disasters. In J. Sandoval (Ed.), *Handbook of crisis counseling, intervention, and prevention in the schools* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Christina Saad, Quinn Ballard, and Lisa Yocum

Saad, C., Brock, S. E., Ballard, Q., Yocum, L. C., Yates, C. B., & Wu, A. (2011). Using the PREPaRE model of school crisis prevention and intervention to respond to sudden and unexpected death. *Grief Matters*, 14, 12-17.

Eric Sharp

Brock, S. E., Jimerson, S. R., Lieberman, R., & Sharp, E. (2004). Preventing suicide: Information for caregivers and educators. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9: 33-35). Bethesda, MD: National Association of School Psychologists.

Jason Sevier and Mari Puopolo

Brock, S. E., Sevier, J., & Puopolo, M. (2004). Group psychological first aid: Strategies for school mental health professionals. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9: 29-31). Bethesda, MD: National Association of School Psychologists.

Brock, S. E., Sevier, J., & Puopolo, M. (2004, March). *Group psychological first aid: Strategies for school mental health professionals*. Retrieved from <http://www.guidancechannel.com/ezine.asp?index=1412&cat=13>

Nicole Weekly

Weekly, N., & Brock, S. E. (in press). Suicide postvention. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.

Weekly, N., & Brock, S. E. (2004). Suicide: postvention strategies for school personnel. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9: 45-47). Bethesda, MD: National Association of School Psychologists.